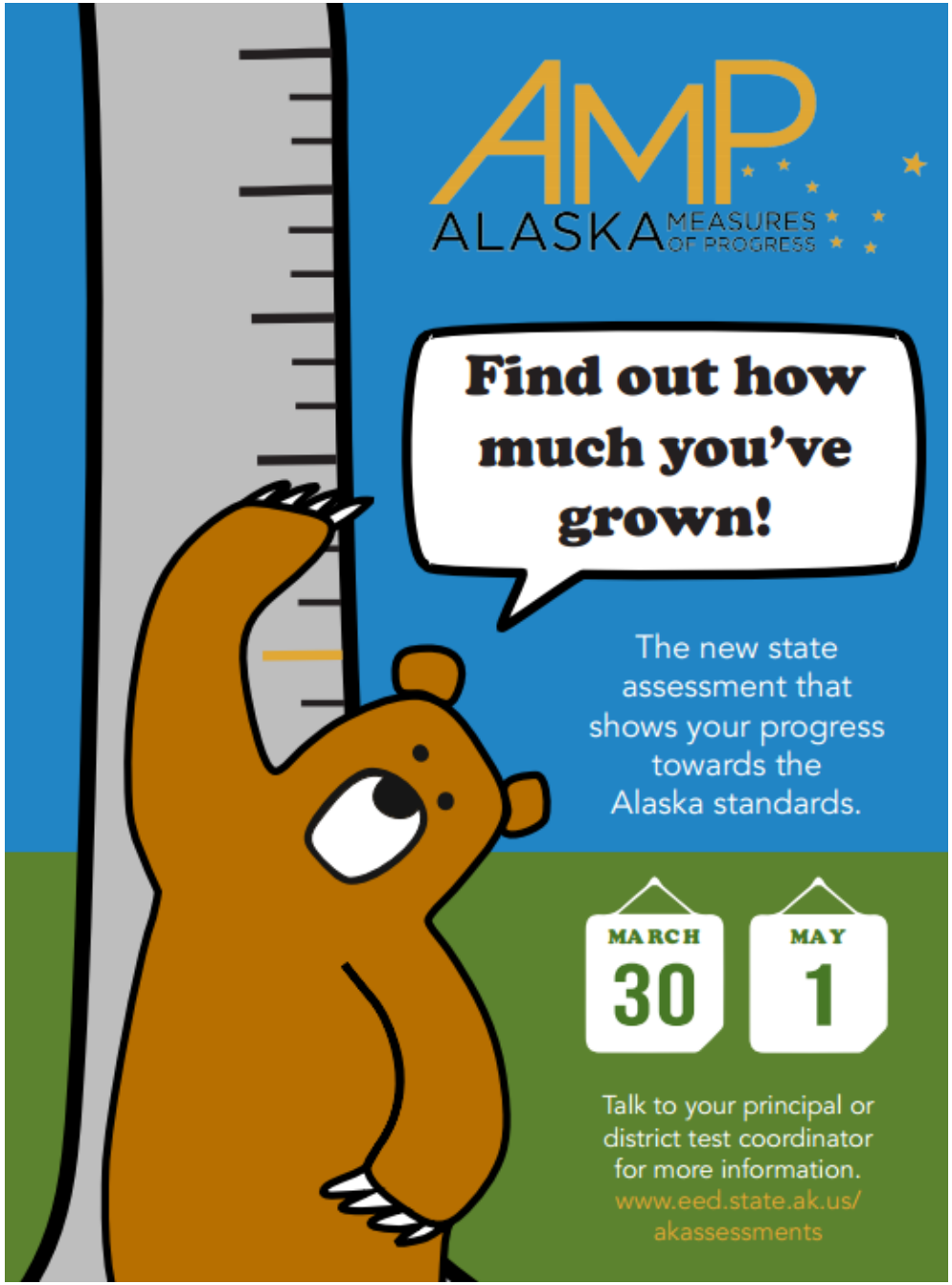
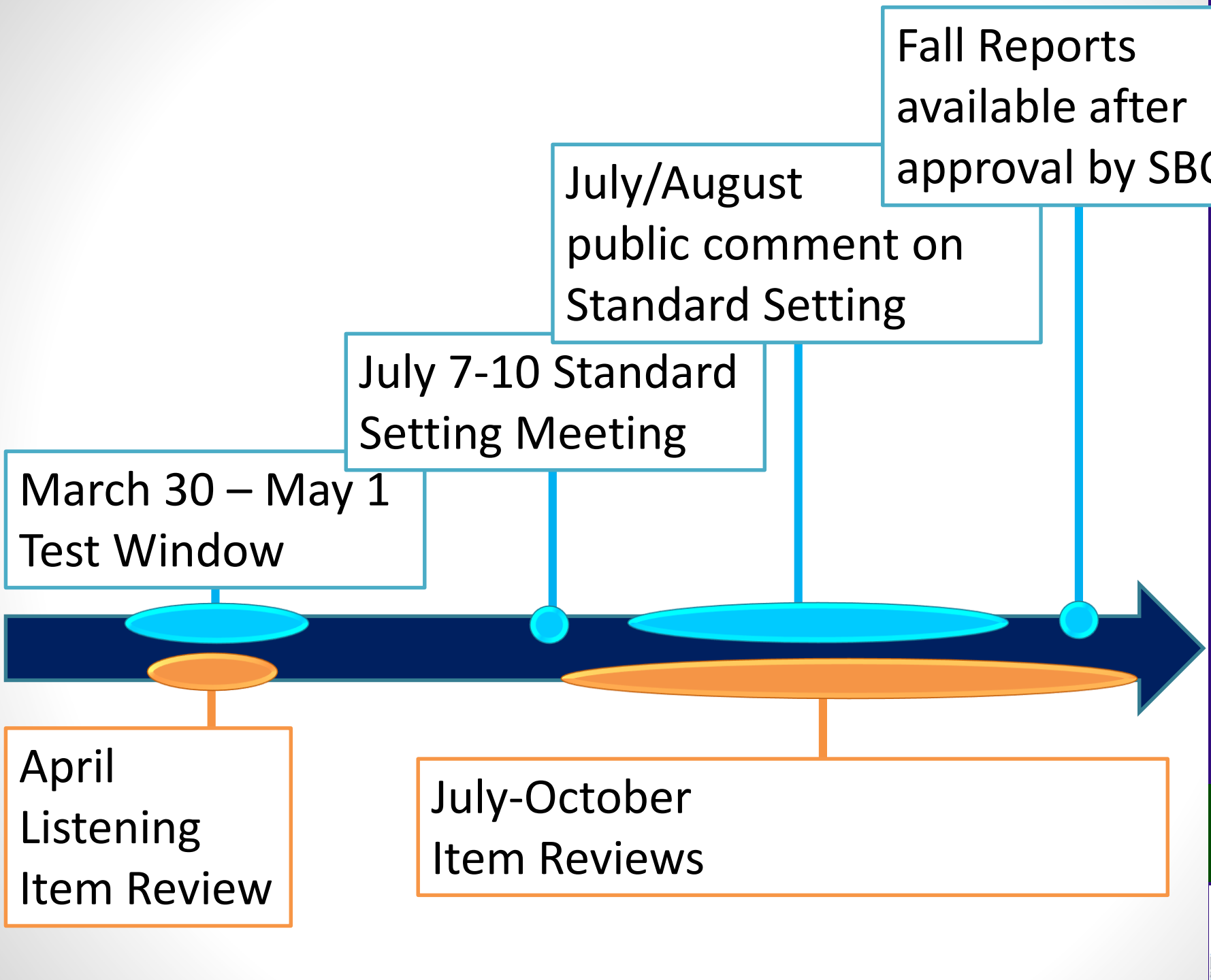
Alaska Measures of Progress Training Test Administrators 2015


AMP
ALASKA MEASURES OF PROGRESS
Find out how much you've grown!
The new state assessment that shows your progress towards the Alaska standards.
MARCH 30
MAY 1
Talk to your principal or district test coordinator for more information.
www.eed.state.ak.us/akassessments

Establish a positive and secure testing environment for all students in your school.

- Understand the purpose and timeline of the AMP assessments.
- Read the Test Administration Directions.
- Talk with students in a positive, honest manner about the assessment and the process.
- Follow predictable, supportive and standardized procedures for test administration.


Fall Reports available after approval by SBOE
July/August public comment on Standard Setting
July 7-10 Standard Setting Meeting
March 30 – May 1 Test Window
April Listening Item Review
July-October Item Reviews

When will districts receive AMP results?

- Test window: March 30-May 1, 2015
- AAI will immediately begin analyzing the results
- Standard setting: July 7-10
- Proposed cut scores presented to State Board in July, followed by public comment
- Proposed cut scores up for adoption at September Board meeting
- *TENTATIVE*: Students, school and district reports sent to districts in October 2015

AMP, ASPI and Star Ratings, AMO Targets

No comparison can be made between the SBA and AMP data.

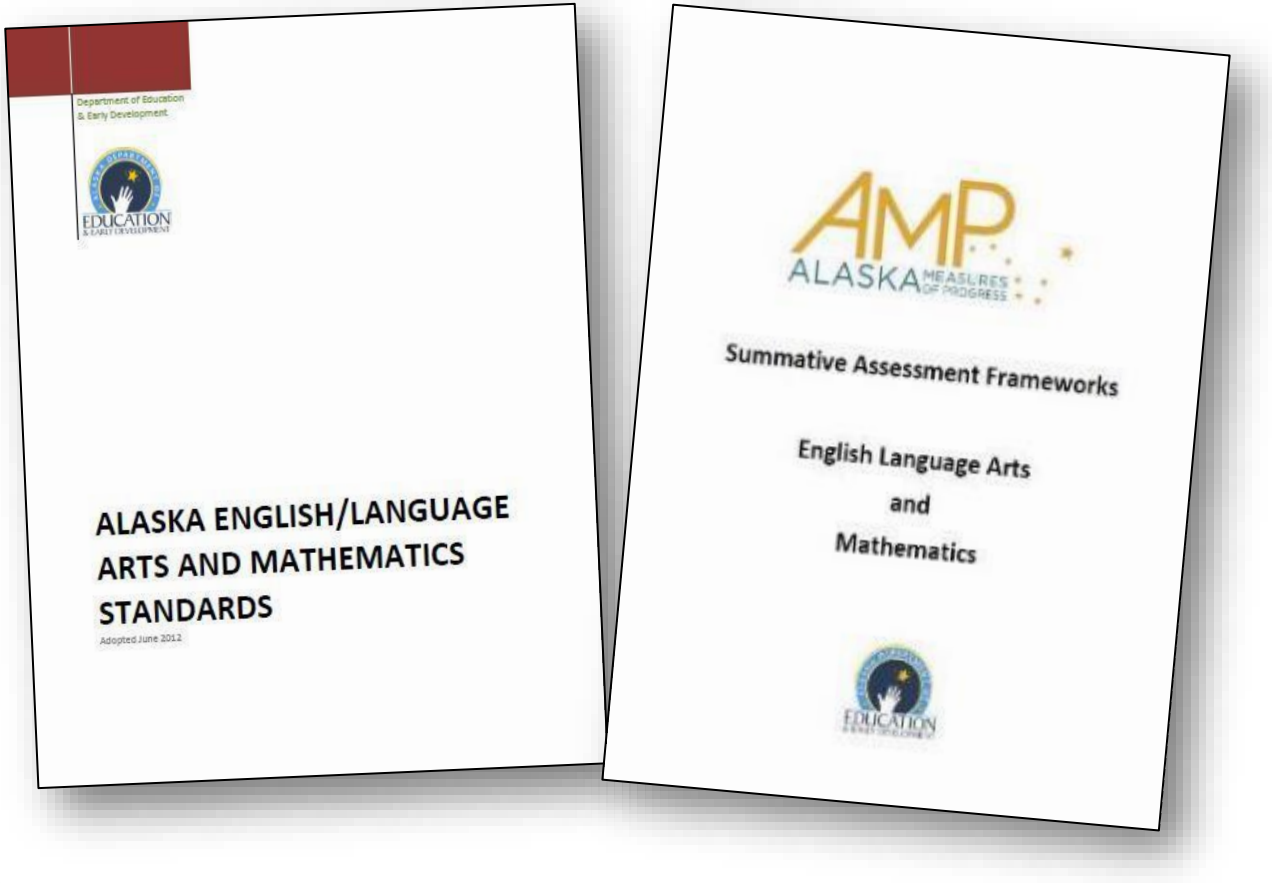
- Therefore, school progress cannot be calculated in 2014-2015. Note: school progress is the largest component of ASPI (40 percent of K-8 and 9-12).

Pending state board and USDOE approval:

- EED intends to pause 2013-2014 ASPI star ratings;
- A new AMO baseline will be set with year 1 AMP data.

Summative Assessment Framework

Understanding of the link b/w standards, assessment, instruction



Summative Assessment Framework

- Organizes the standards around big ideas.
- Describes specific skills required of students.
- Provides an overview of the assessment for each grade, using tables to identify Claims, Targets and Evidence Statements.
- Forms a bridge between standards, assessment and instruction.

Where to find it:

- EED homepage (eed.Alaska.gov)
  - Purple Assessments star
    - AMP tab
      - AMP resources
        - Educator resources

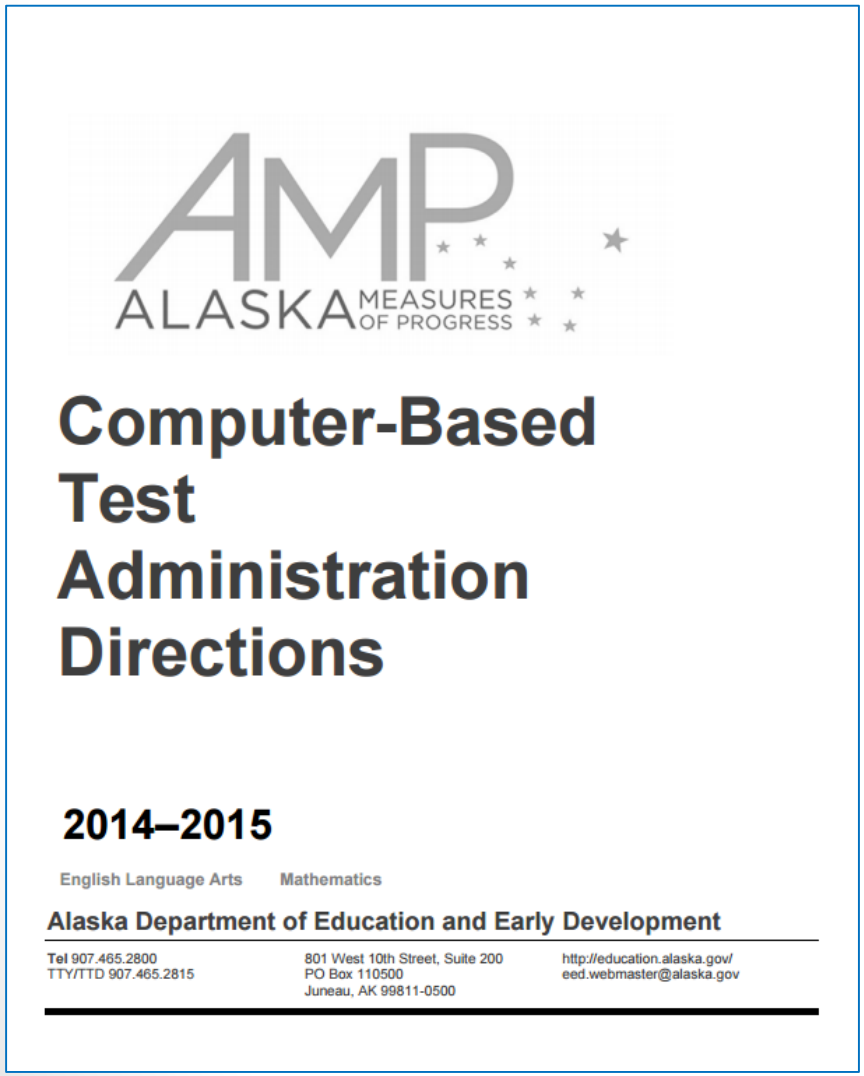
AMP
ALASKA MEASURES OF PROGRESS

CAUTION!

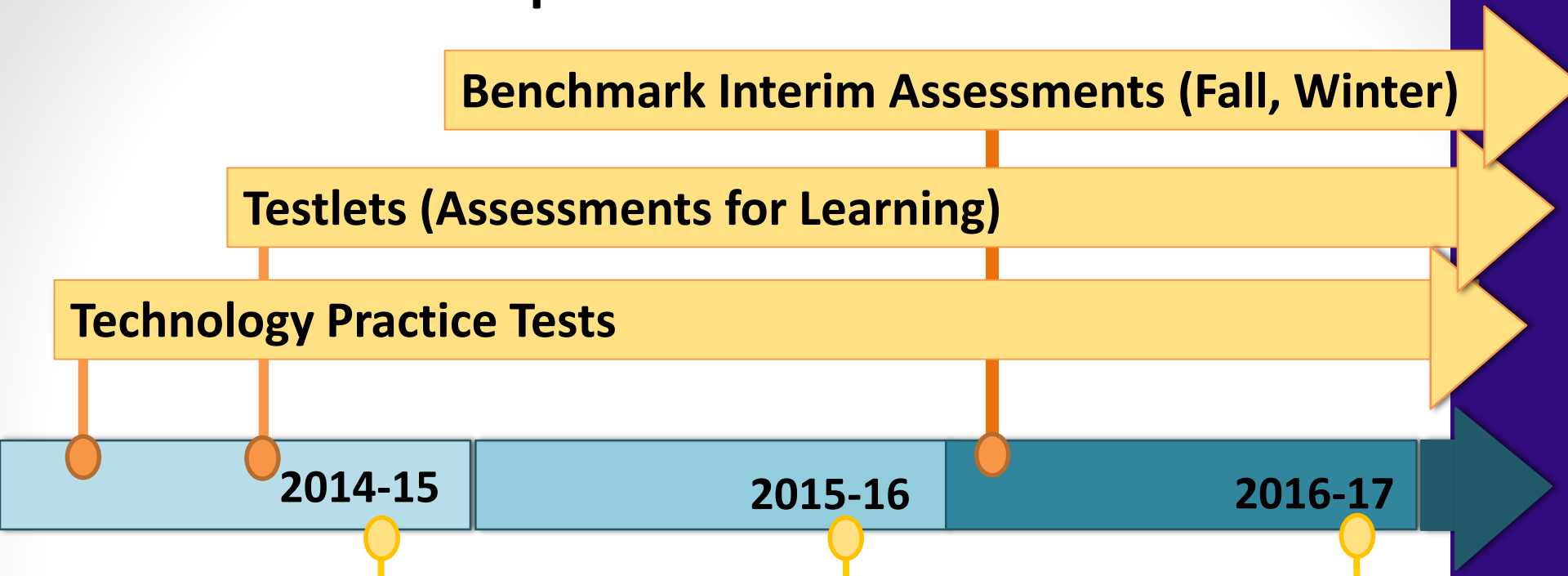
The following presentation contains slides of non-secure AMP items from the Technology Practice Test taken by the Alaska Department of Education & Early Development for training purposes.

Please remember that taking screen shots of the AMP assessments by district personnel is not allowed for any purpose.

All Test Administrators must read the AMP Test Administration Directions.



Assessment Development Timeline



2014-15

Summative, fixed form

Machine scored multiple choice and technology enhanced items

2015-16

Summative, fixed form

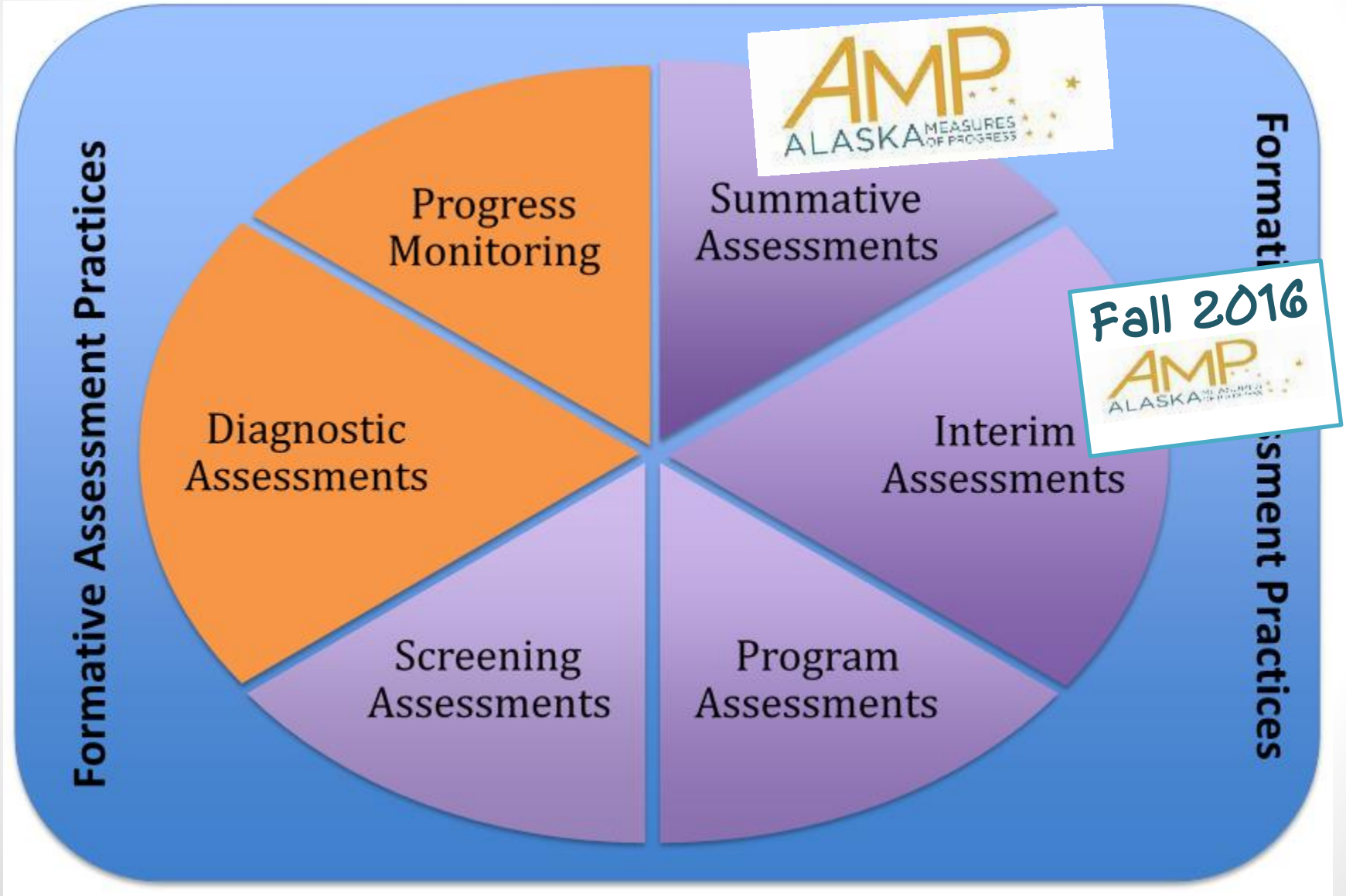
Field test: listening, essay, math constructed response

2016-17

Summative, adaptive

Operational: listening, essay, math constructed response

Balanced Assessment Systems to Support Learning & Teaching



Formative Assessment Practices

Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievements of intended instructional outcomes. Essential components:

- Learning Progressions
- Learning Goals & Criteria for Success
- Evidence of Learning
- Descriptive Feedback
- Self- & Peer-Assessment
- Collaboration

Formative Assessment

AMP Testlets

ALASKA DEPARTMENT OF EDUCATION & EARLY DEVELOPMENT

English Language Arts		Math
• Reading		• Concepts & Procedures
• Writing		• Problem Solving
• Listening		• Communicating & Reasoning
		• Modeling & Data Analysis
25 Questions	**Four sections per content assessment**	25 Questions
15 Questions		15 Questions
15 Questions	**Approx. 2 ½ hours per content assessment**	15 Questions
15 Questions		15 Questions

Grade level & AMP

Students take the AMP assessment for the grade that they are in on the first day of testing (March 30, 2015)

- Grade level is determined locally
- "A school that does not assign students to grade levels shall assess students using the grade-level assessment that would apply if the school had standard grade levels based upon the number of years the student has been enrolled in school." [4 AAC 06.815(g)]

AMP Student Supports: Universal Tools, Accessibility Tools, & Accommodations

All District and Building Test Coordinators, Special education teachers, and test administrators who are administering the assessment to student with special accommodations are required to read the December 2014 Participation Guidelines.

http://education.alaska.gov/akassessments/#c3gtabs-accom

AMP Student Supports

Embedded within KITE

Provided by Test Administrator

- Universal Tools
- Accessibility Tools
- Accommodations

Students must have the opportunity to receive instruction in how to use the tools and the opportunity to practice using them.

Tools, Not Toys

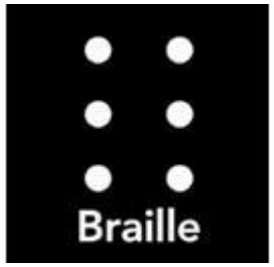
1. Instructional Strategies => Universal Tools

Available to ALL students

2. Intervention Strategies => Accessibility Tools

Available to students with a district-determined documented need (students receiving instructional interventions).

3. Strategies to decrease the impact of learning differences => Accommodations



Invert Color

Available to students with an IEP, 504, Transitory, or ELP plan.

Universal Tools for ALL Students

Non-embedded (provided by test administrator)

- Scratch Paper
- Graph paper
- Clarification of Technology Directions

pp. 20-23 of DTCM

Embedded Universal Tools

Text-to-Speech Technology Directions

Student select to see and/or hear technology directions

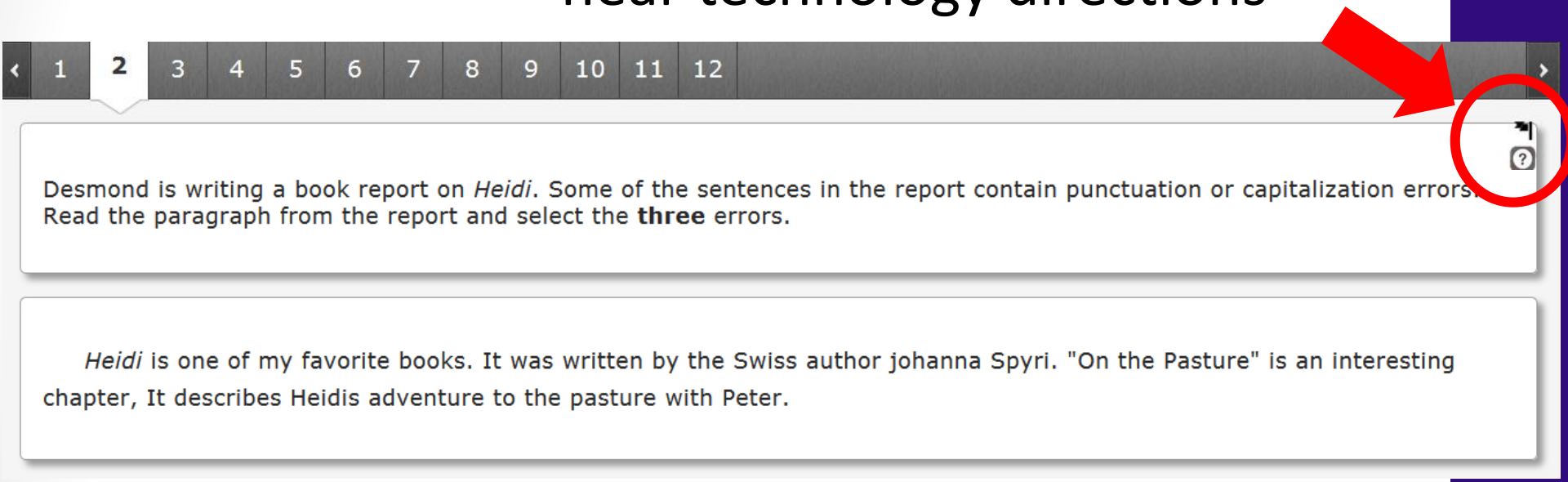
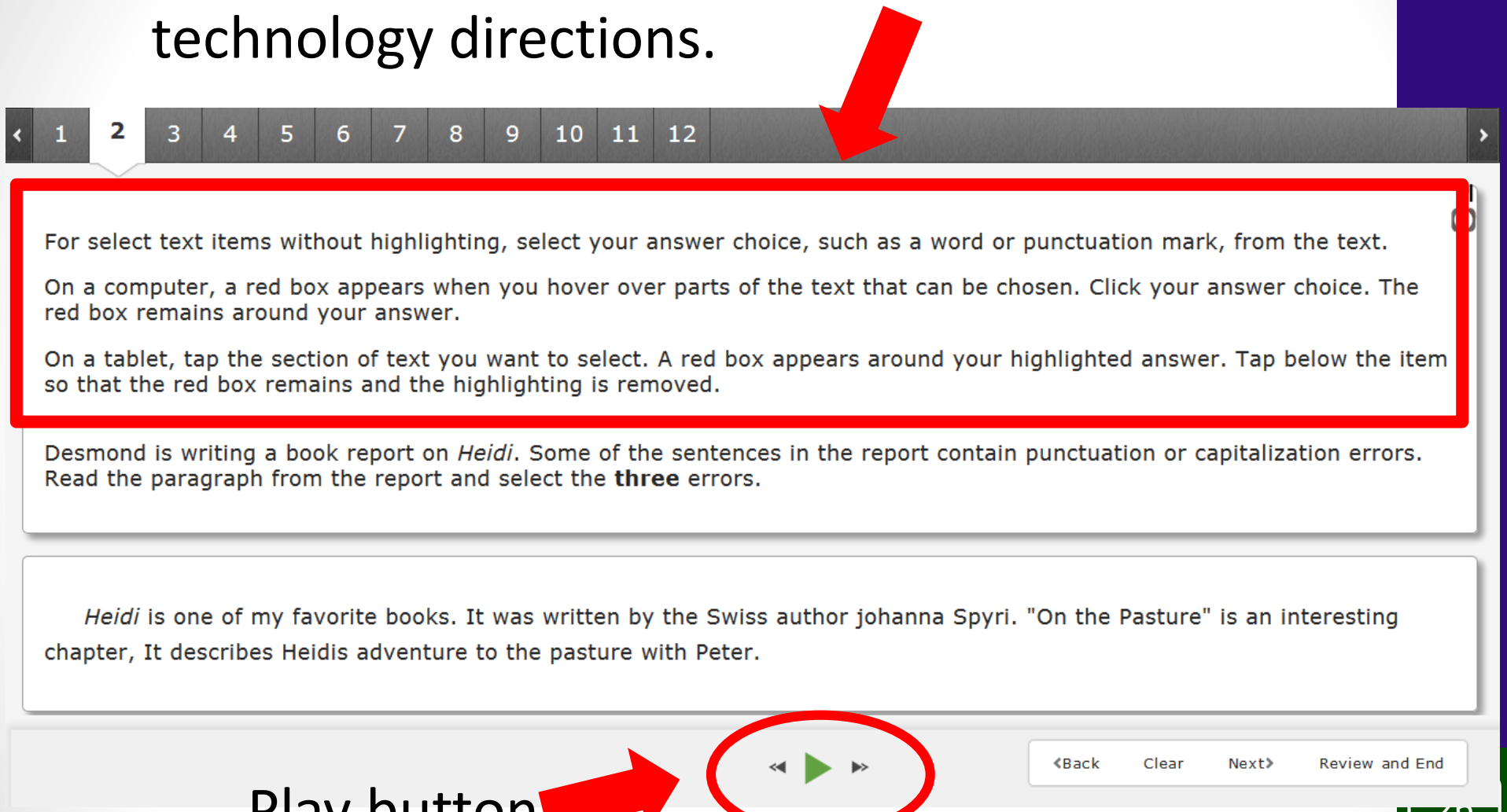


IMAGE OF NON-SECURE AMP ITEM FOR TRAINING PURPOSES ONLY

Student can read or listen to directions. Test administrator can read, paraphrase or explain technology directions.



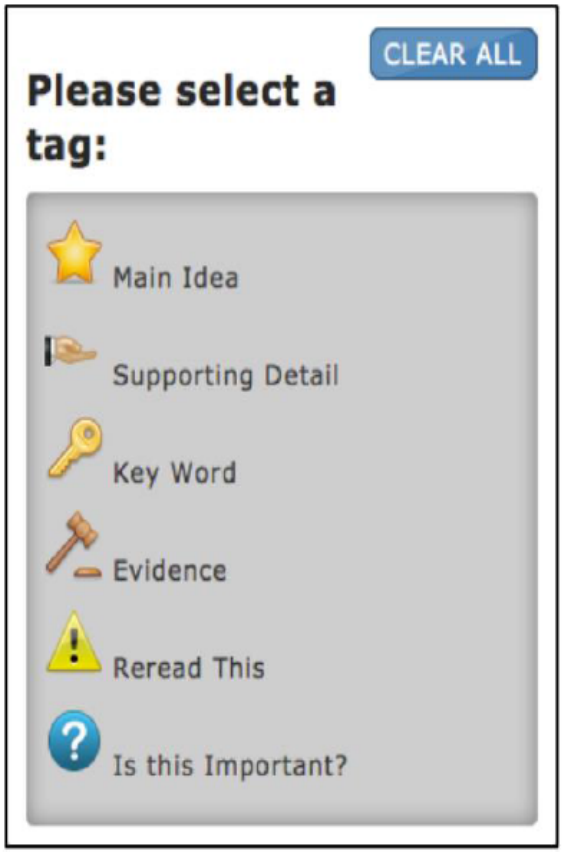
Play button

IMAGE OF NON-SECURE AMP ITEM FOR TRAINING PURPOSES ONLY

Embedded Universal Tools-ELA

ELA Tool Bar

Pointer
Highlighter
Eraser (erases highlights)
Striker (crosses out answer choices on multiple choice items)
Search (search word or phrase in ELA reading passage)
Tags (attach tags to words or phrases of the ELA reading passage)
Note (write on a sticky note)
Guide (highlight a line of text and move the line down as you read)

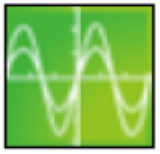


Embedded Universal Tools- Math

Math Tool Bar

Pointer
Standard 4-function calculator, available for grades 6-10
Highlighter
Eraser (erases highlights)
Note (write on a sticky note)

TI-30XS Scientific Calculator Icon for grades 6-8



TI-84 Plus Graphing Calculator Icon for grades 9-10

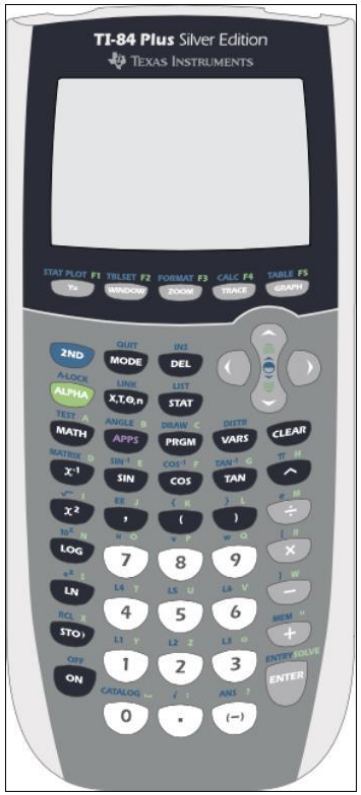
AMP Calculators

Math sections 1, 2, & 3 only.

Basic
Grades 6-10

Scientific
TI-30XS
Grades 6-8

Graphing
TI-84
Grades 9-10

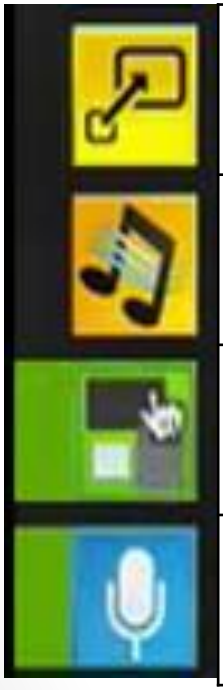


Intervention Strategies => Accessibility Tools

Available to students with a district-determined documented need (students receiving instructional interventions).

AMP Embedded Accessibility Tools

Computer-based Assessments Only

 *Magnification* *Not available 2015*	*Enlarges up to x2*
Auditory Calming	Plays peaceful, relaxing music
Masking Portion of the Test	Shows answer choices one at a time
Text-to-Speech for math	Students can start, stop replay audio of text. Not for ELA items.

pp. 23-25 of DTCM

Masking

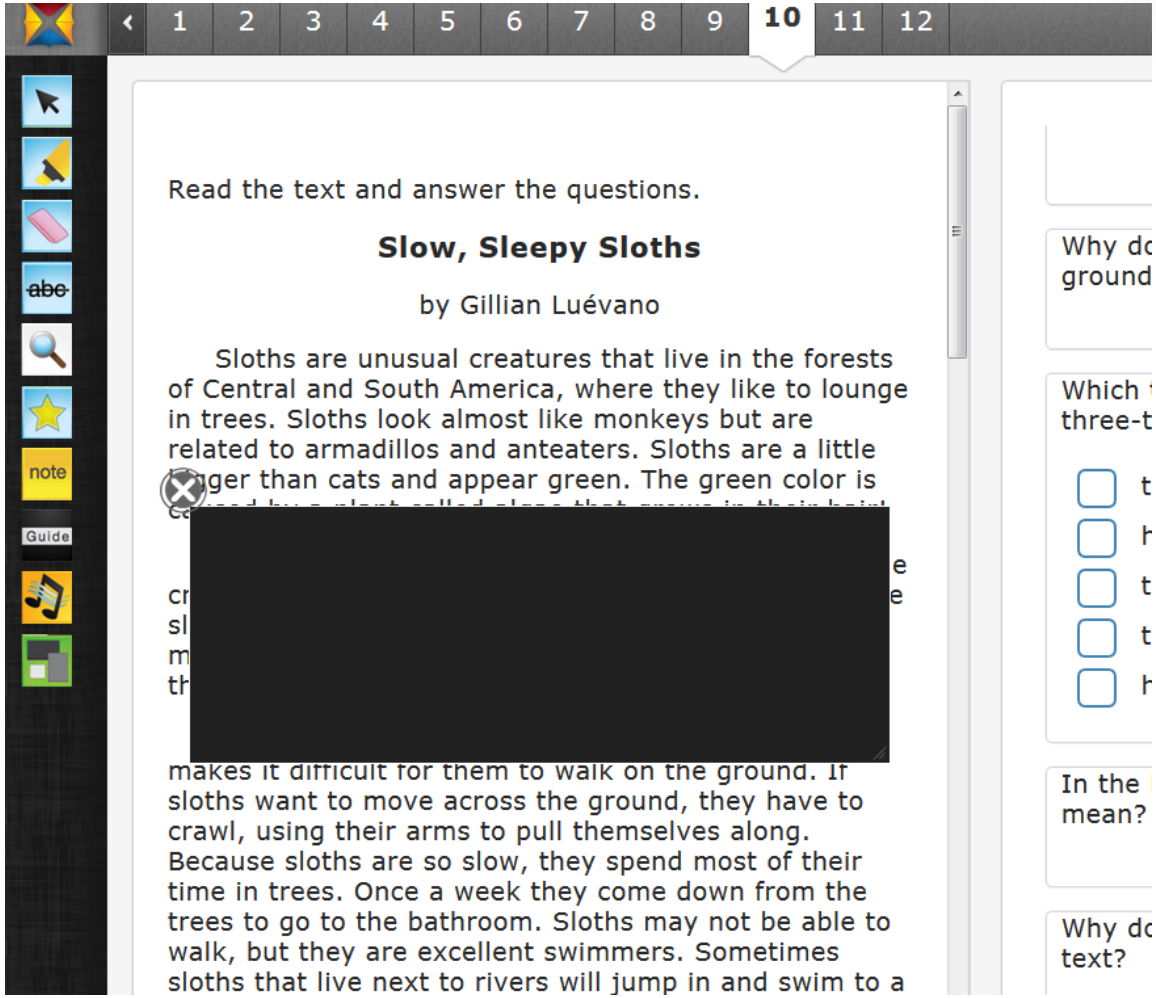


IMAGE OF NON-SECURE AMP ITEM FOR TRAINING PURPOSES ONLY

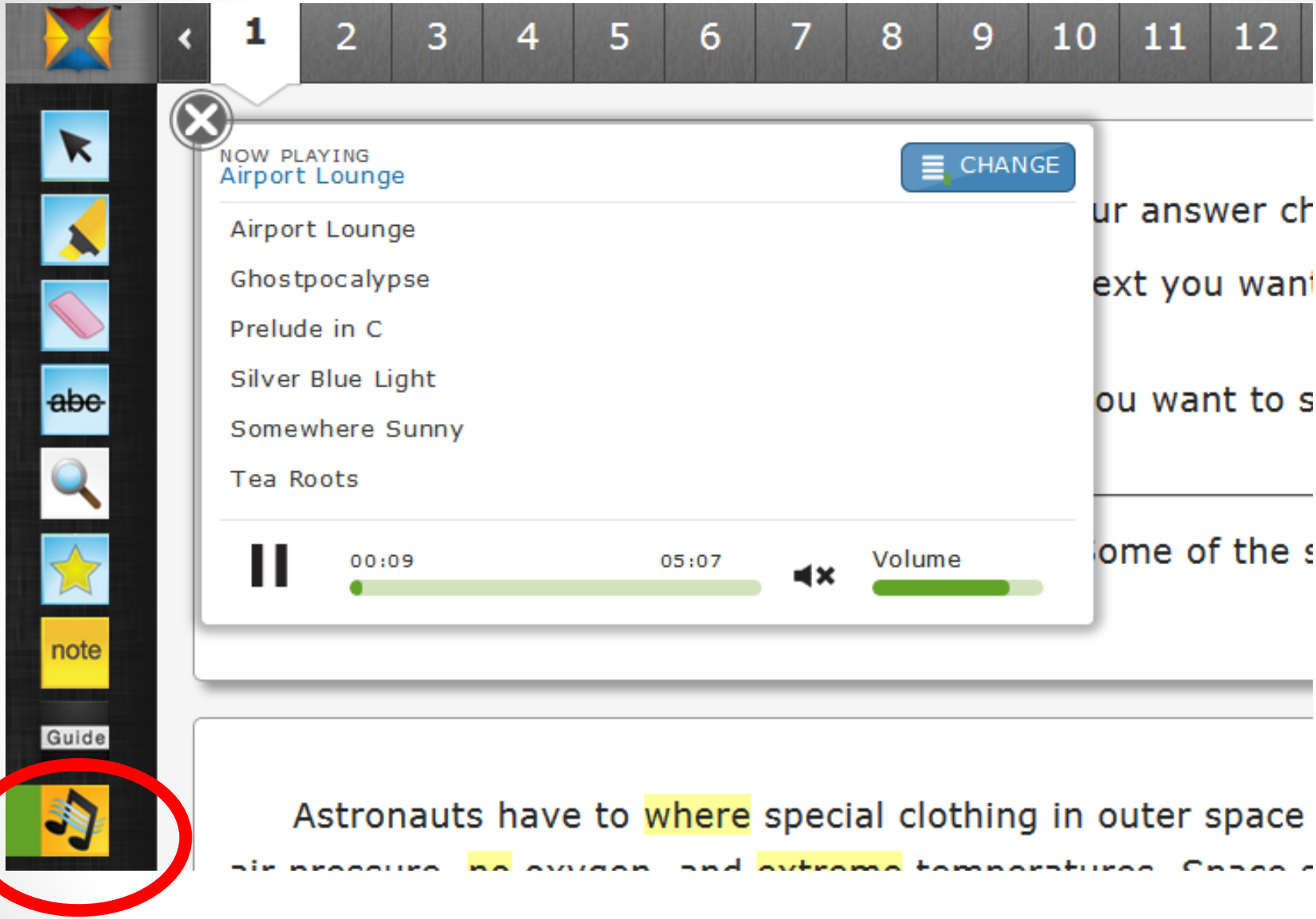
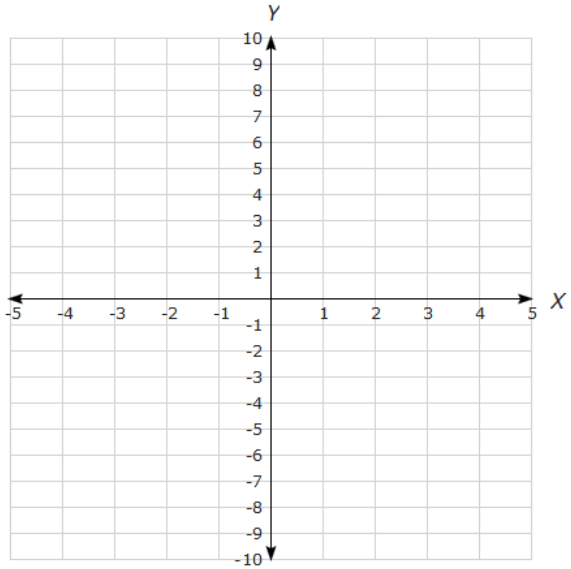


IMAGE OF NON-SECURE AMP ITEM FOR TRAINING PURPOSES ONLY

Math TTS will read the question, answer choices (when given) and will describe the graphics.

Graph the equation $y = -5x + 4$.

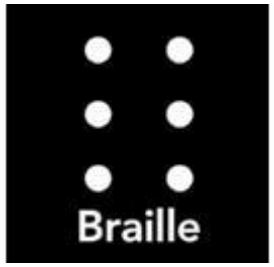


Students select start, stop, replay

‹Back Clear Next› Review and End

IMAGE OF NON-SECURE AMP ITEM FOR TRAINING PURPOSES ONLY

Strategy to decrease the impact of a difference outside the student's control => Accommodation



Invert Color

Available to students with an IEP, 504, Transitory, or ELP plan.

The purpose of an accommodation is to decrease the effect of a learning difference.

Accommodations do not "help" if a student does not need them.

Accommodations do not change what is being measured by the test.

Instructional Accommodations

may be different than

Testing Accommodations

- Spell Check
- Math reference sheets
- Clarifying vocabulary words

Is the accommodation used regularly and with success in the regular classroom?

If it is not used in instruction, do **not** use it for testing. For most students, unfamiliar accommodations negatively impact performance on tests.

AMP Embedded Accommodation Tools

Must be documented in IEP, ELP plan, 504.

ACCOMMODATION	ACCOMMODATION DESCRIPTION
Text-to-Speech for English language arts items • Embedded directions • Items (questions only, not passages) • Answer choices	Allows students to start, stop or replay computer audio of the text associated with some of the content on the screen. Does not read the passages associated with the items. Note: only available to students who regularly receive read aloud as part of a successful instructional strategy.
Braille edition provided by test contractor	The test engine is designed to interface with assistive technology such as Braille Writers.
One and two switch scanning	An assistive technology device used to respond to assessment items.
Overlay color	Changes the background color of the assessment. The default color is white; the color choices are blue, yellow, gray, red, or green.
Invert color choice	Changes the background color to black with white coloring.
Contrast color	Changes the background and text color to one of four preset choices.

TTS is a locally-made decision, however the guidelines are:

- Students with TTS are more than one year below grade level in reading

- The TTS/read aloud accommodation is being systematically applied at least 50% of the time on classroom assignments and 100% of the time on classroom assessments contributing to classroom grades.

A Scribe: person who writes down what a student dictates (on paper or on the computer).

Transcribing: process of moving the student's assessment responses to another medium.

- Scribing and transcribing requires specialized training.
- Test administrators who serve as a scribe or transcriber must sign and date the paper booklet OR document locally their involvement in a computer-based assessment.

Knowing what you do about your students, how might these changes in student supports change their experience when taking the test?

How might it change their experience <u>during instruction?</u>

Embedded Accessibility and Accommodation Tools must be activated by the Personal Needs Profile (PNP). Universal Tools automatically appear.

1. Write the student's plan.
2. Complete the PNP based on the plan.

- *Embedded tools*
- *Common outside supports*

Not all interventions or accommodations are part of the PNP.

Documentation of accommodations used is kept locally for use in revising IEPs.

Changing the PNP after the window opens

1. Follow local policy for *who* edits the PNP.

2. Changes to TTS requires waiting until the next day and printing a new ticket.

3. Changes to any other tools requires student to log out and log back in.

If…	then…	next…	finally…
Student has answered 5 or more items	Student completes the section	Change the PNP, Student takes next section	Document the irregularity
Student has answered less than 5 items	Student logs out of section	Change the PNP, Student re-starts the same section	Document the irregularity
Student has completed section(s) with incorrect PNP settings	Student may not retake these sections		Document the irregularity

Scheduling

It is best to schedule breaks between assessment sections.

Students may take a break in the middle of a section if necessary; there is not a pause feature. Cover the screen of the device.

Students must finish a section in one sitting.

Best practice: do not begin a section with less than an hour to complete it.

The test is not timed.

After 28 minutes of inactivity a countdown clock will appear on the screen.

At 30 minutes of inactivity the assessment will close.

When a student logs in the embedded clock begins.

If a students' assessment is interrupted and the student must log back in, the student can use the same ticket if it is within 90 minutes of the start time.

If a student selects "review and end" the assessment is complete and the 90 minute rule does not apply.

The assessment will not "time out" on a student.

What are circumstances that might occur when the “90 minute” clock will be helpful?

Remember: the test is not timed.

The AMP Assessment Window & Instruction

The AMP assessment has scheduling flexibility and allows for multiple short sessions for students. Instructional activities do not need to stop completely during the AMP window. For example, if a class is testing one hour per day, the rest of the day should be focused on instruction.

Teachers should refrain from activities that focus solely prepping students for testing.

Teachers should create “just in case” lesson plans for instances when the testing session is interrupted.

Standardize Administration

Ensure all students have a positive & secure testing experience

Talk with students about the AMP assessment.

- This test is just one way to know more about your learning and our school.
- It is important but it doesn't change your grade and you can't fail. It gives us good information about what you need to learn next.
- Some questions might be easy and some might be hard; use your strategies to make a good guess when you aren't sure.

Talk with students about the AMP assessment, continued…

- It's okay to ask for help if you aren't sure what you are supposed to do. I can't help you choose the answer but I can show you how to use the computer.

- Just like I can't help you with the answers, there are others things you can't use like your phone or the posters we have in our classroom. We want to see what you know well without that help.

- Our testing schedule will be…

- What questions do you have?

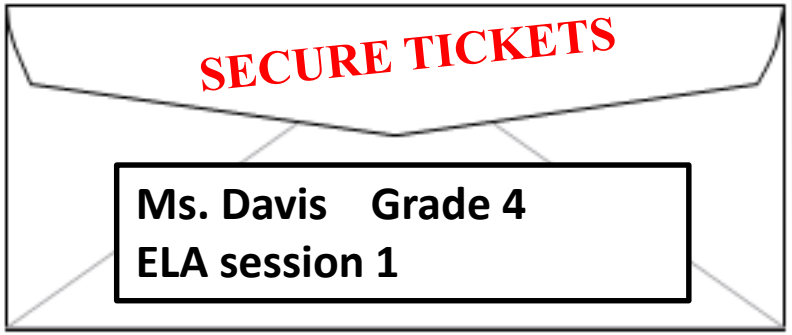
Provide students with helpful and accurate information on test taking strategies.

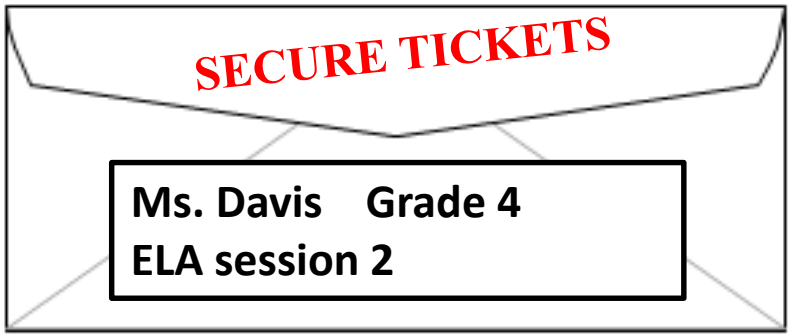
1. The test is not trying to trick you.
2. Cross out the answers you know can't be right first (use the striker tool).
3. If you are stuck, flag the item and come back to it.
4. If you start feeling nervous, close your eyes and take a deep breath. Count to ten slowly. Smile. Move on to the next question.
5. Remember- some questions might be easy and some might be hard. Try not to get stuck on one item.
6. Raise your hand when you need help with knowing how to show your answer.

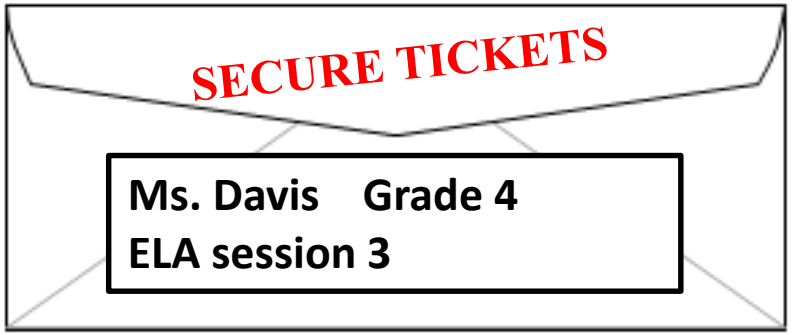
Tickets must be kept secure before assessments.

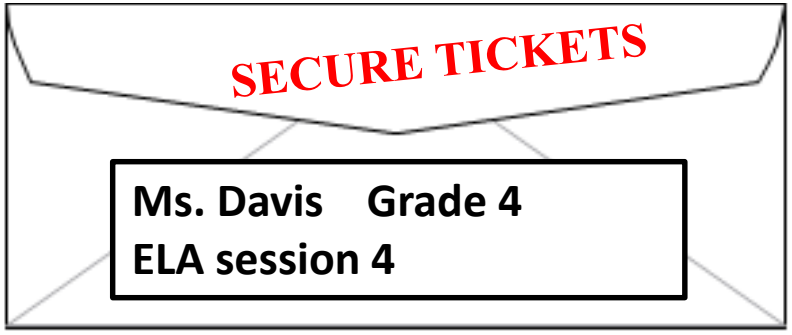
- Keep tickets in a locked space when not in use.

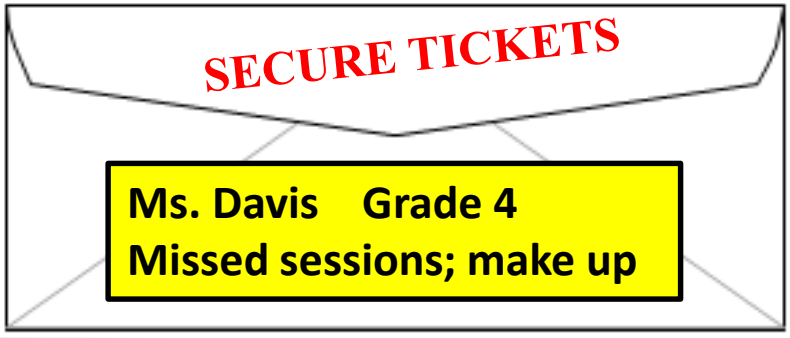
- Organize tickets for ease of use.











Testing Rooms

- Cover/remove materials that could give an unfair advantage (see pg. 34-35)

- Post signs indicating testing areas

Post signs and speak to students regarding phones and other non-testing devices in the testing rooms.

ONLY AMP TESTING DEVICES ALLOWED

This requirement applies equally to all students and adults.

Your Building Test Coordinator will provide you with materials needed for assessment sessions:

- Pencils
- Scratch paper
- Graph paper
- Specialized materials for students receiving accommodations (bilingual dictionaries, handheld calculators, furniture, etc.)
- The list of students you will be testing, any accommodations they have, and the schedule.

Test Administrator (TA) Responsibilities During Testing

Assessment Session

1. Tell each student what content assessment and section they will be taking today.

"This morning we will take section 1 and 2 of the English Language Arts test."

2. Give each student one ticket. Check to be sure the name and test session are correct. *Students may only have one ticket at a time.* Keep absent students' tickets secure.

3. Have students open the KITE Client on their device if it is not already open.

Sample Test Ticket

State ID: 1222222

Grouping 1:

Grouping 2:

Name: Johnson, Amber

Username: ambe.john4

Password: blue1

Test Collection: 3ELA_AMP

Test Form: 3rd Grade ELA B

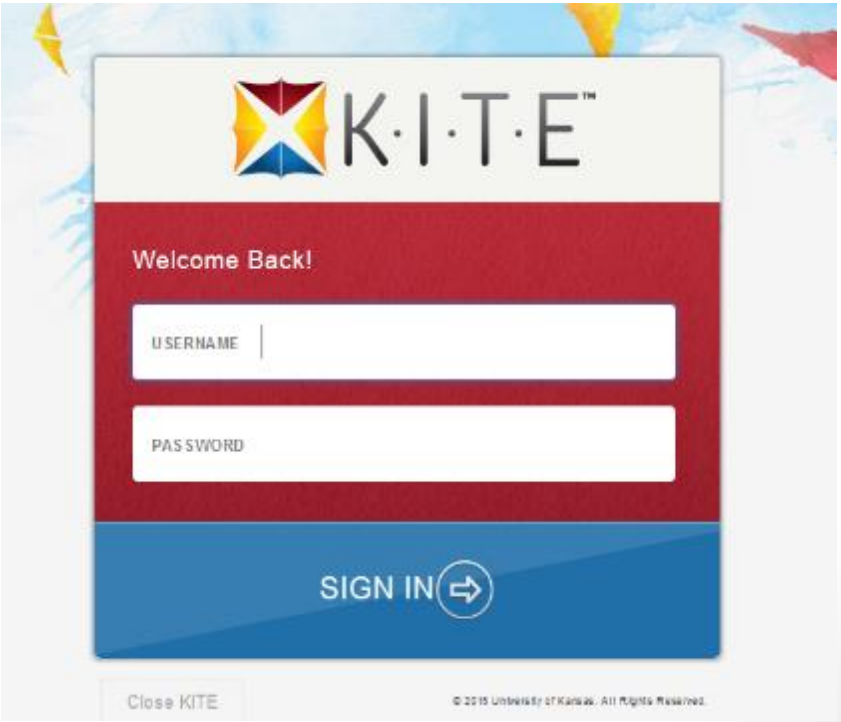
Test Section: Section 1

Ticket Number: liter567

Assessment Session

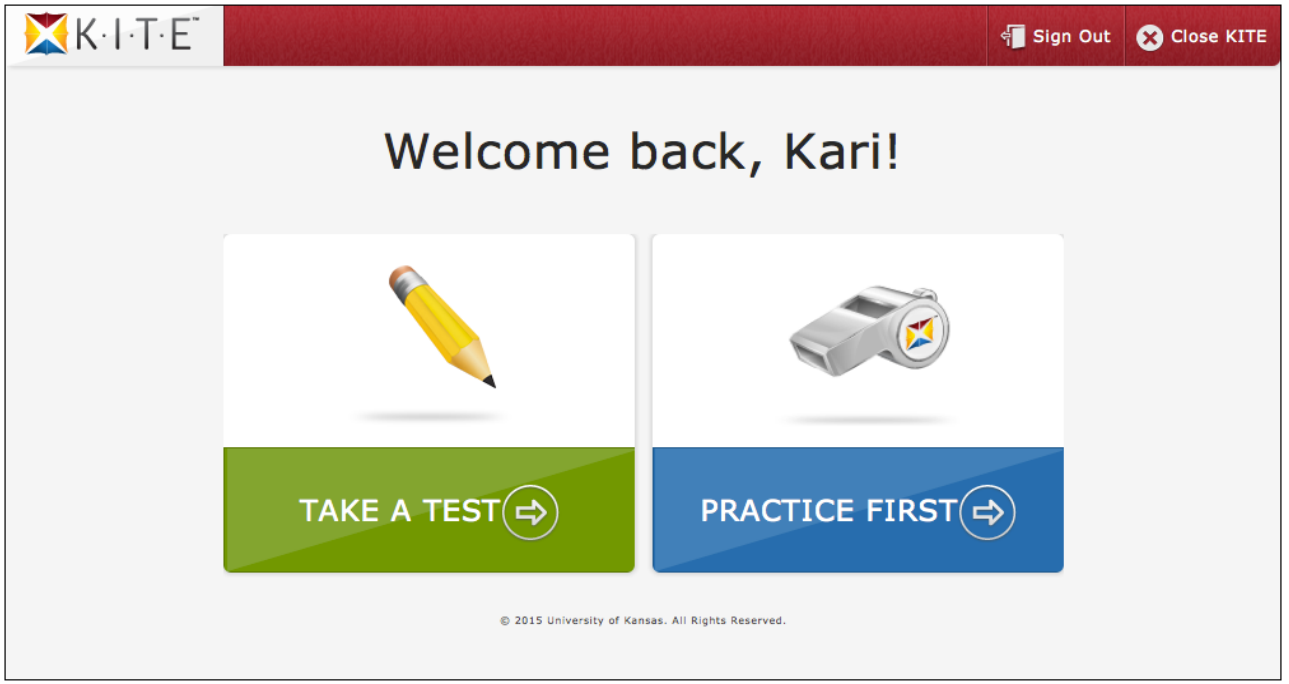
4. Direct students to enter their username and password.

“Enter your username and password. It is all lowercase and there are no spaces.”



Assessment Session

5. Direct students to select “Take a Test”

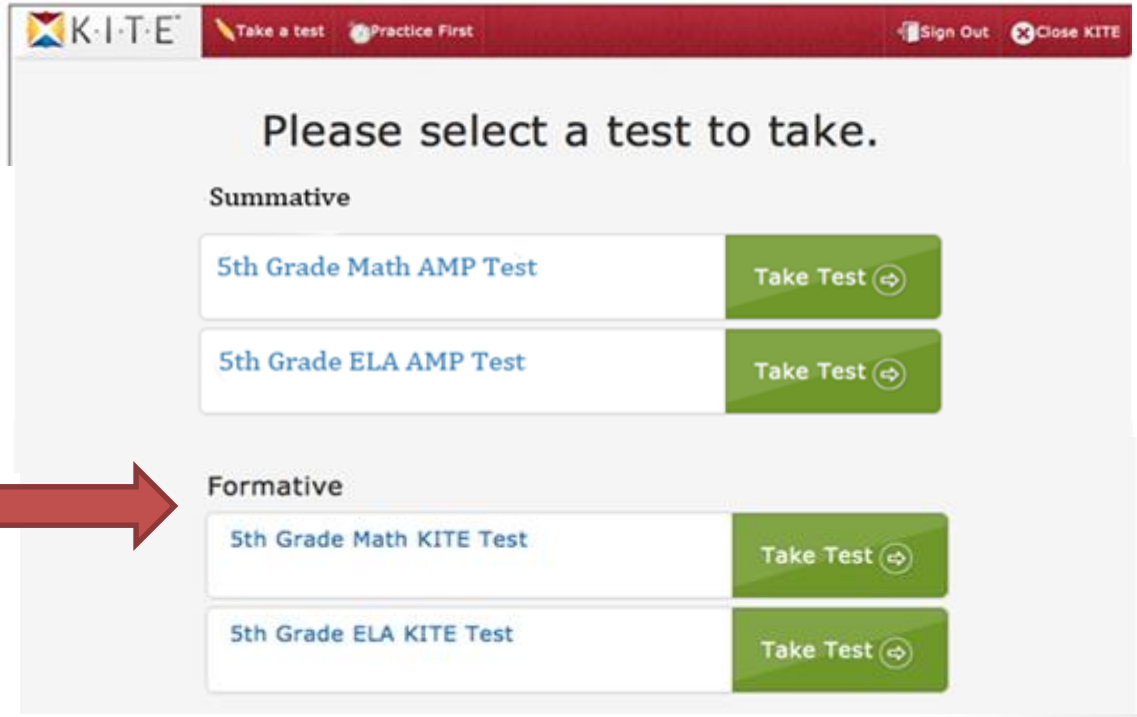


Assessment Session

5. Direct students to select the correct content assessment.

"Today we are taking the English Language Arts test. Select the 5th grade ELA AMP Test button."

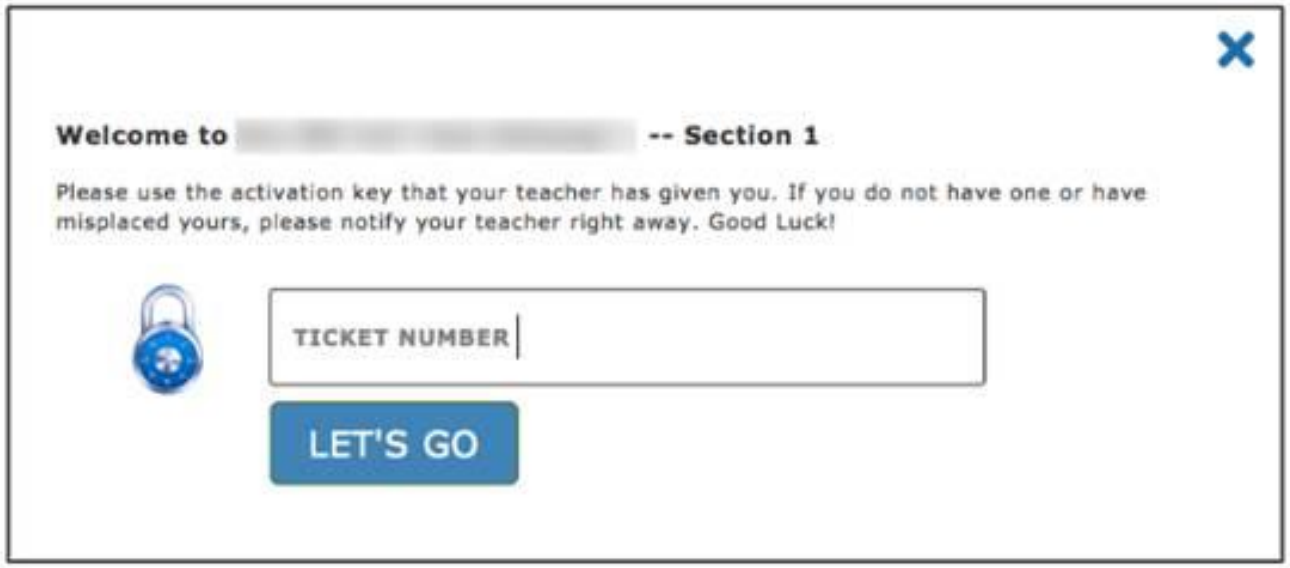
NOTE: any Testlets assigned to the student will appear under the formative heading.



Assessment Session

6. Direct students to enter the ticket number on the bottom of their ticket in the space next to the padlock.

"Please enter your ticket number in the space next to the padlock. Your ticket number is a short word and numbers. It is all lowercase and there are no spaces. When you finish put your ticket face down next to your computer."



Assessment Session

7. Computer-based: Read the directions as written from the TAD on page 45 (math) and page 47 (ELA).

Please note:

- *Students read and/or listen to the assessment directions on the introduction screen of the assessment.*
- *There are not sample items or practice items with the computer-based assessment.*

Assessment Session

8. It also permitted to remind students of the following:

- That when the question number in the navigation bar turn green it does not mean the answer is correct or complete.

- That it is okay to go back to an item in a section.

- To use the tools and their scratch paper to help them solve the questions.

TICKETS

- Students may only have one ticket at a time; when the student finishes a session the test administrator may hand them the next ticket.

- Collect tickets when…
  - Student takes a break
  - Student finishes a section

Students cannot use a ticket to access a test after “review and end” has been selected.

Actively monitor students during testing.

- Scanning the room visually and walking through the room is necessary.

- Activities such as grading papers, reading, or using a computer are <u>not</u> allowed.

If you have students with Accessibility Tools or Accommodations, monitor these students to ensure that the tools are available to them and working properly.

If you notice that a student is not using a tool (e.g., text to speech) ask them if they remember how to use it. If the student needs assistance, tell them how to use the tool. **Do not show them how by touching the device.**

Students do not have to use the tools. Do not force them to.

If a student asks for help with an item…

"I'm sorry, but I can't help you answer the question. Use your thinking strategies and do your best."

If a student insists that an item doesn't have an answer…

"I will write down the item number and let the test developers know. Meanwhile, you should answer the question the best that you can the way that it is written."

Write down the following: content assessment, item number, test section number, and test form. See page 43 of the TAD for further information.

TAs may provide assistance to ALL student with technology directions.

TAs may not read items on the assessments *unless* they are providing assistance to a student with technology directions or as part of providing an accommodation.

TAs who are actively monitoring will likely "read" items as they scan students' screens. This is unavoidable and not cause for concern. However, teachers are expected to maintain professional integrity and not use assessment item information in an unethical manner.

Assisting Students with Technology Directions

1. Remind student to select the to read and/or listen to the Technology Directions.

2. If the student is still unsure, read the Technology Directions exactly as written to the student.

3. If the student needs further clarification, paraphrase or define the Technology Directions.

Embedded Universal Tools

Text-to-Speech Technology Directions

Student select to see and/or hear technology directions

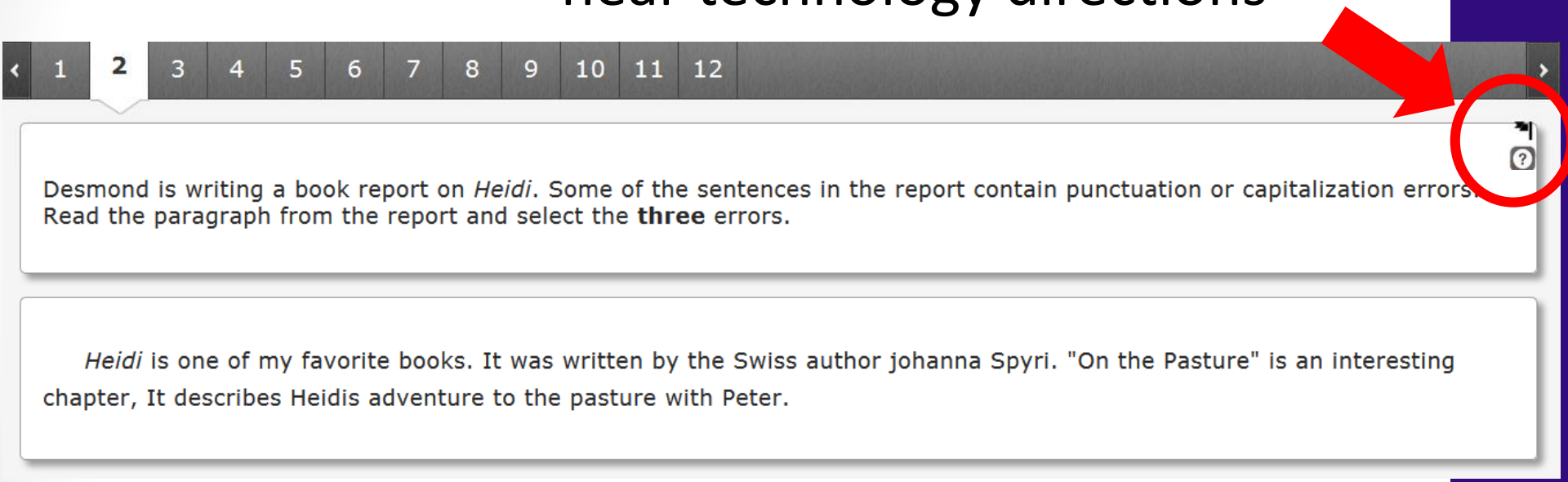


IMAGE OF NON-SECURE AMP ITEM FOR TRAINING PURPOSES ONLY

Student can read or listen to directions. Test administrator can read, paraphrase or explain technology directions.

Play button

IMAGE OF NON-SECURE AMP ITEM FOR TRAINING PURPOSES ONLY

Assisting Students with Technology Directions

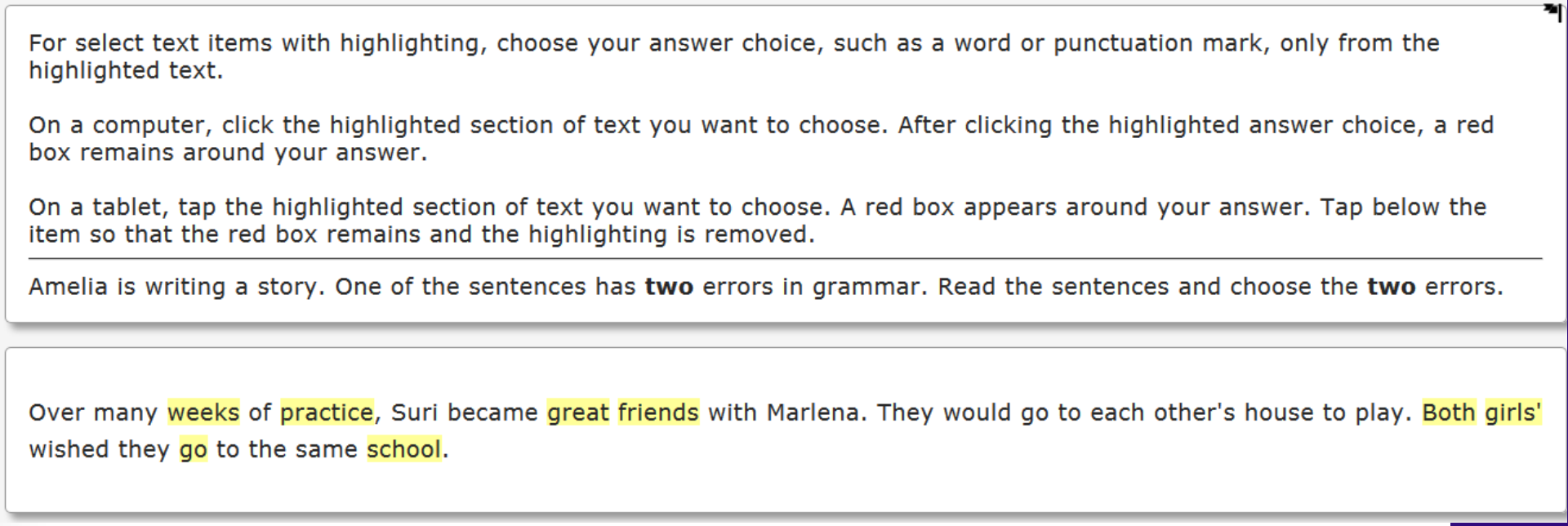
DO NOT DO THE FOLLOWING:

1. Read the question or answer choices to the student.

2. Touch the screen, keyboard or mouse.

3. Point to the item or answer choices.

4. Use the question or answer choices as part of your explanation.



ALLOWED "Pick from the yellow words. When you tap the screen there will be a red box instead of the yellow. That shows that you chose it as the answer."

NOT ALLOWED "Pick an answer like practice or girls. You should pick two answers. After you tap the screen it will have a red box and that means you chose it."

IMAGE OF NON-SECURE AMP ITEM FOR TRAINING PURPOSES ONLY

Place words to label parts of a graphic.

On a computer, click the label you want to select. Continue to hold the mouse button down to drag the label to the correct place on the graphic. Release the mouse button. The label remains in place.

On a tablet, touch and hold the label you want to select. Keep touching the label as you drag it to identify the correct place on the graphic. When you lift your finger, the option snaps into place.

Read the paragraph about butterflies and complete the task that follows.

A butterfly begins life inside an egg. A baby butterfly does not come out of this egg, though. Instead, a young insect called a larva comes out. A butterfly larva is called a caterpillar. The larva eats lots of leaves and flowers. It eats until it grows big enough to become a pupa. A pupa is a caterpillar resting inside a hard layer of skin. The pupa is attached to a leaf or twig. When the caterpillar comes out of its hard skin, it has changed into an adult butterfly!

Sort the words to label the different stages of the life cycle of a butterfly.

adult | larva | pupa

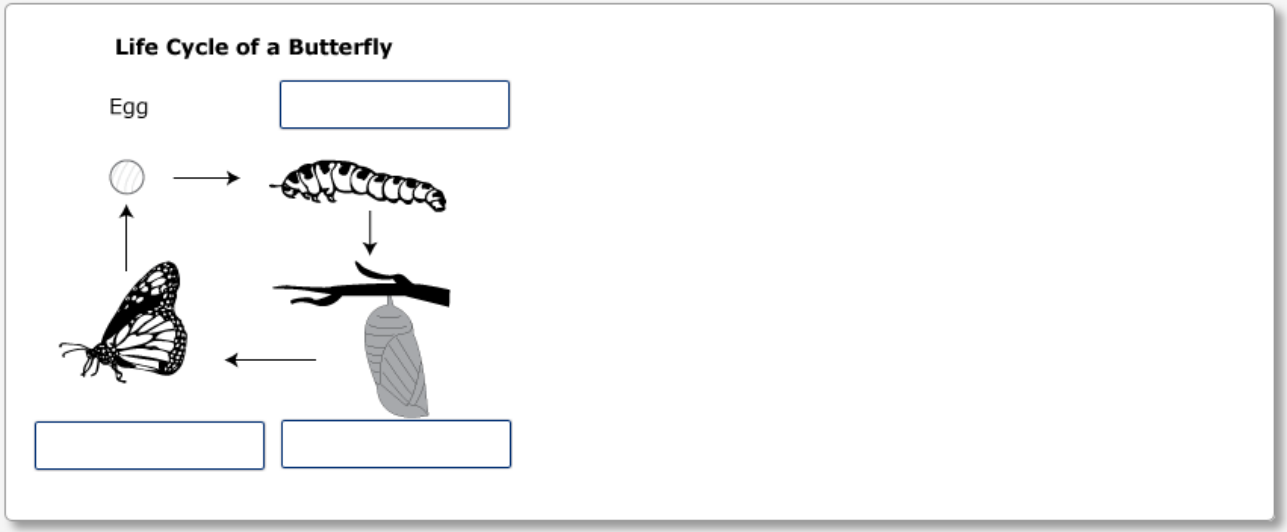


IMAGE OF NON-SECURE AMP ITEM FOR TRAINING PURPOSES ONLY

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On a computer, click the label you want to select. Continue to hold the mouse button down to drag the label to the correct place on the graphic. Release the mouse button. The label remains in place.

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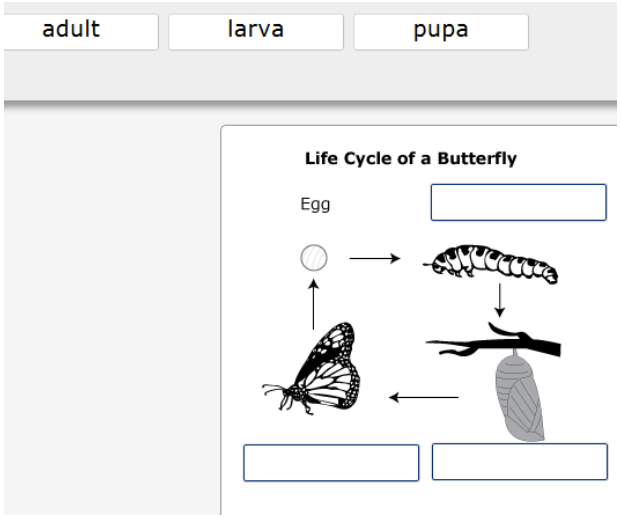


ALLOWED "You need to drag the labels to the picture. Click on the label and hold the button on the mouse until you choose which label box you want to put it in."

NOT ALLOWED "Click on the word larva and drag it down to the box by the larva. You have to keep the button on the mouse down until you let it go. Here, like this…"

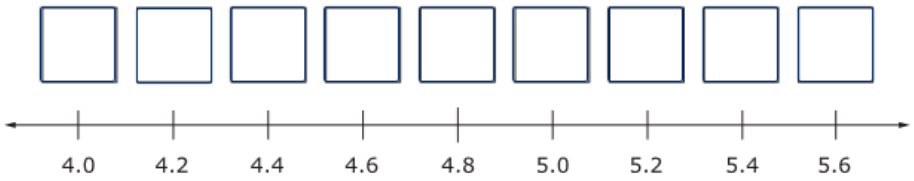
Move the objects onto the bottom picture. The object may move slightly to line up with the picture. Move another object to add the next object to the picture.

On a computer, click an object. Continue to hold the object while dragging to the correct position. Release the object. Repeat as needed.

On a tablet, touch and hold an object. Drag the object to the correct position. Release the object. Repeat as needed.

Place the values of $4\frac{2}{5}$ and $\sqrt{25}$ on the number line.

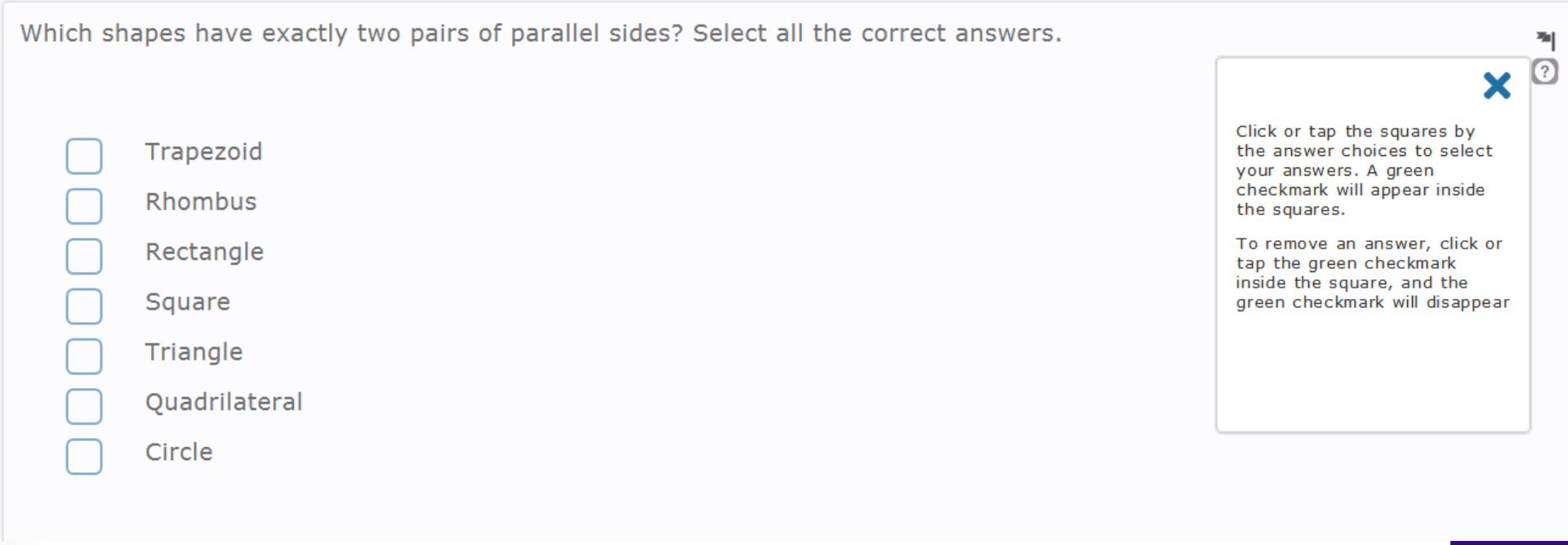
$4\frac{2}{5}$ $\sqrt{25}$



ALLOWED "Select the answer choices from the shaded box and move them to one of the empty boxes below."

NOT ALLOWED "Where on the number line does 4 2/5 go?"

IMAGE OF NON-SECURE AMP ITEM FOR TRAINING PURPOSES ONLY



ALLOWED "Click or tap the box. When you see the green checkmark it means you chose that as an answer. Click it again to make it go away.

NOT ALLOWED "Click inside the box next to the shape to choose it as an answer. Remember it says to click all the correct answers."

IMAGE OF NON-SECURE AMP ITEM FOR TRAINING PURPOSES ONLY

Double-click or double-tap on the answer space to create points. Create as many as needed. Double-click or double-tap a point to remove it.

To move a point on a computer, click the point. Continue to hold the point while dragging to a new position.

To move a point on a tablet, touch and hold the point. Drag the point to a new position.

Plot the solution of this system on the coordinate plane.

$y = x - 2$

$y = -x - 4$

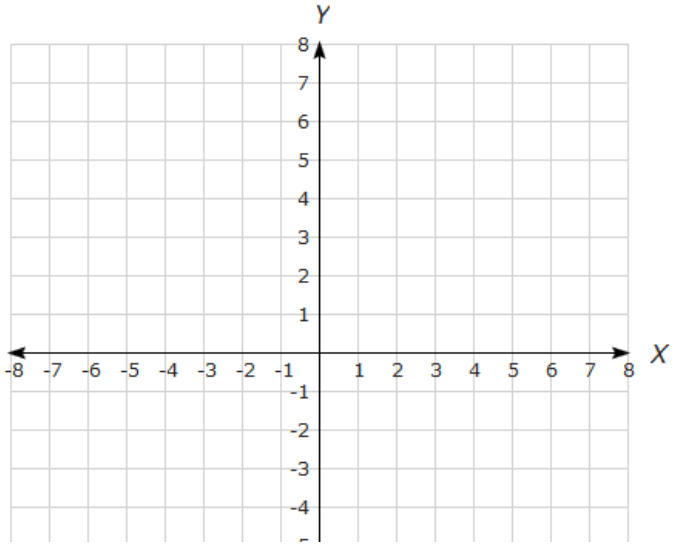


IMAGE OF NON-SECURE AMP ITEM FOR TRAINING PURPOSES ONLY

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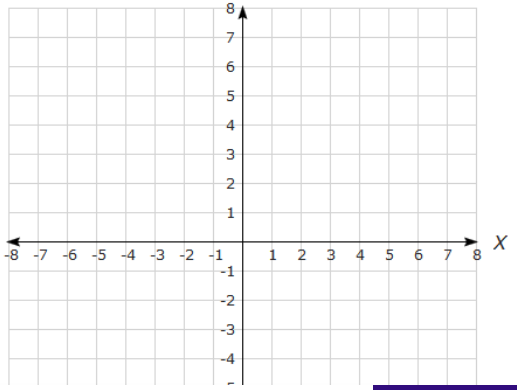
To move a point on a computer, click the point. Continue to hold the point while dragging to a new position.

To move a point on a tablet, touch and hold the point. Drag the point to a new position.



ALLOWED "To draw the points you double click or double tap. If you want to remove a point double click on it. You can also drag it to a different place.

NOT ALLOWED "You have to draw the graph by figuring out the equation and then plotting the answer. You double click on the point on the graph once you get the answer on your scratch paper."

IMAGE OF NON-SECURE AMP ITEM FOR TRAINING PURPOSES ONLY

When options are out of order, move the options in the correct order.

On a computer, click the option you want to move. Continue to hold the mouse button down to drag the choice up or down to the correct place. Release the mouse button to drop the choice in place.

On a tablet, touch and hold the option you want to move. Keep touching the option as you drag it up or down to the correct place. Lift your finger, and the option drops in place.

Marni is writing a story for class. The sentences from the story are out of order. Read the sentences and put the sentences in the correct order.

"Of course," exclaimed Claire as she walked over to her coach.

"Thank you," smiled Claire.

"You are doing a wonderful job at gymnastics," said Coach Lydia.

"Claire, may I talk to you for a minute?" Coach Lydia asked.

ALLOWED "You can change the order of the sentences by selecting a sentence and dragging it to the place you want it."

NOT ALLOWED "The first thing that happens should be your first sentence. Figure out who talks first and then drag that one to the top."

IMAGE OF NON-SECURE AMP ITEM FOR TRAINING PURPOSES ONLY

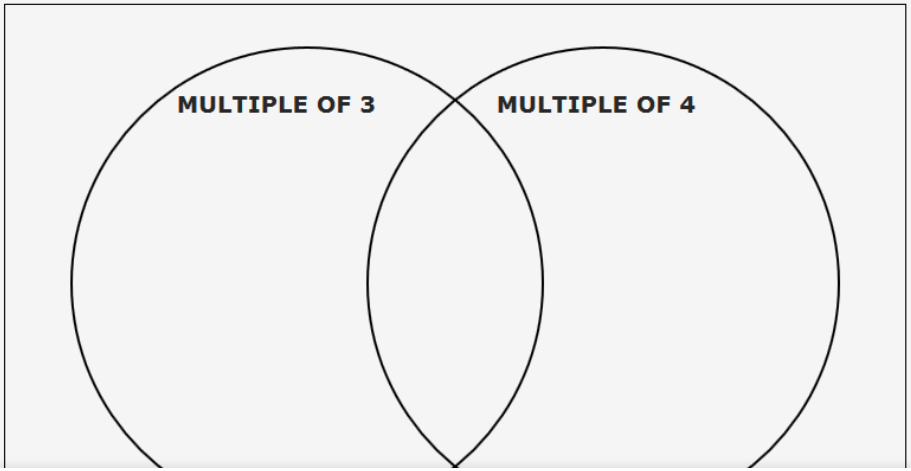
Move each answer onto the correct space within the Venn diagram.

On a computer, click an answer. Continue to hold the answer while dragging to the correct space. Release the answer.

On a tablet, touch and hold an answer. Drag to the correct space. Release the answer.

Sort the numbers as multiples of 3 or 4.

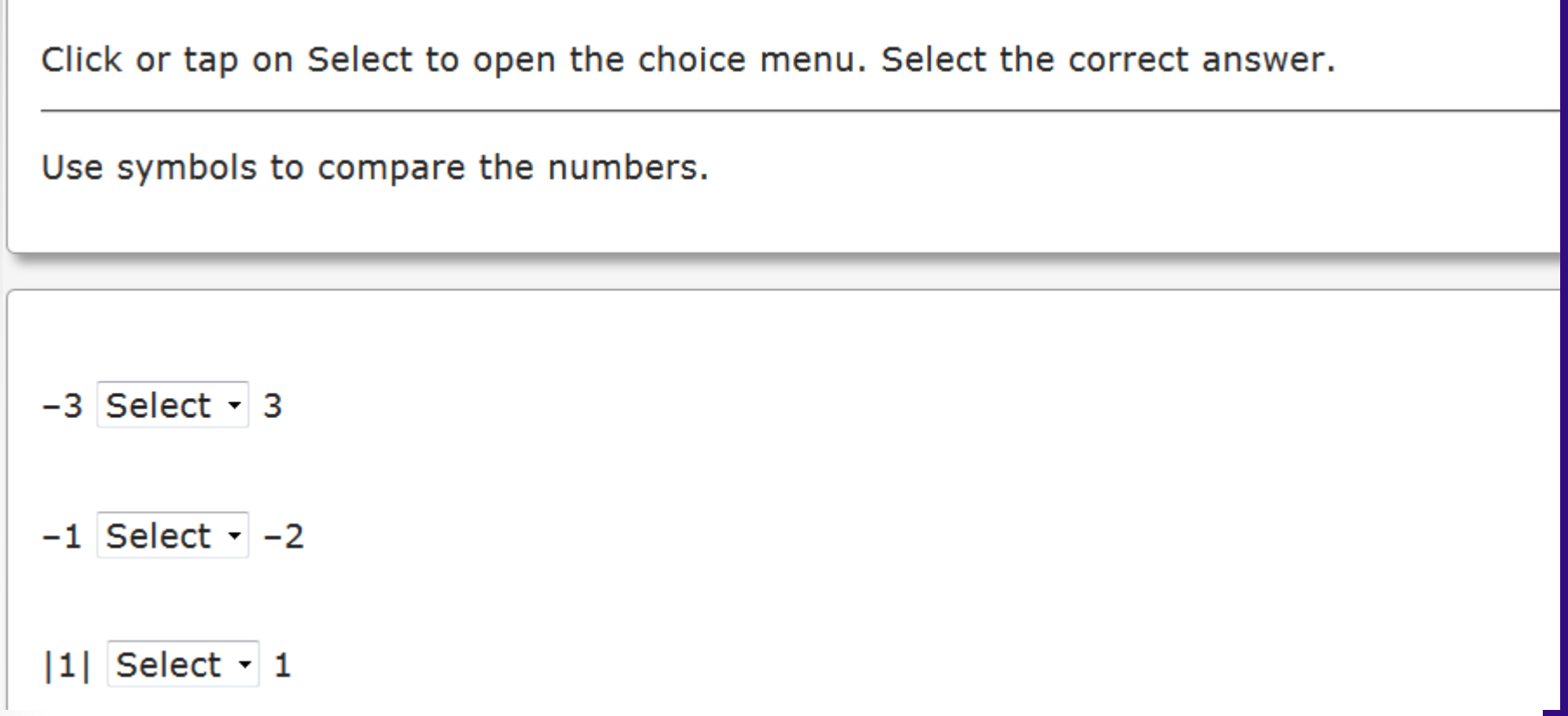
6 8 12 16 24 27



ALLOWED "Select the numbers and put them into the Venn Diagram. You click on it and draw it. You can move it after you put it somewhere."

NOT ALLOWED " You have to decide if the number, like 6, goes in left side, middle, or right side."

IMAGE OF NON-SECURE AMP ITEM FOR TRAINING PURPOSES ONLY



ALLOWED "Where it is says select there is a drop down menu. Click on the triangle. Then pick the answer."

NOT ALLOWED "It's asking you to look at the two numbers and tell what symbol goes between them. Click on the select word and you'll see the answer choices…let's look at it."

IMAGE OF NON-SECURE AMP ITEM FOR TRAINING PURPOSES ONLY

Move the labels to the spaces marked "drop correct response here." Labels can be moved as many times as needed. To replace a label with a different label, place the new label on top of the old one.

On a computer, click a label. Continue to hold the label while dragging to the correct position. Release the label.

On a tablet, touch and hold a label. Drag the label to the correct position. Release the label.

Label the value of each expression as less than 1, equal to 1, or more than 1. Labels can be used more than once or not at all.

Less than 1	Equal to 1	More than 1

Expression	Value
$\frac{1}{6} + \frac{2}{3}$	drop correct response here
$\frac{3}{2} - \frac{2}{3}$	drop correct response here
$\frac{4}{6} \cdot \frac{3}{2}$	drop correct response here

ALLOWED "The labels in the top space need to go in the boxes where it says "drop correct response here."

NOT ALLOWED "Each math sentence is either less than, equal to, or more than 1. Drag those labels to the box next to the expression or math sentence."

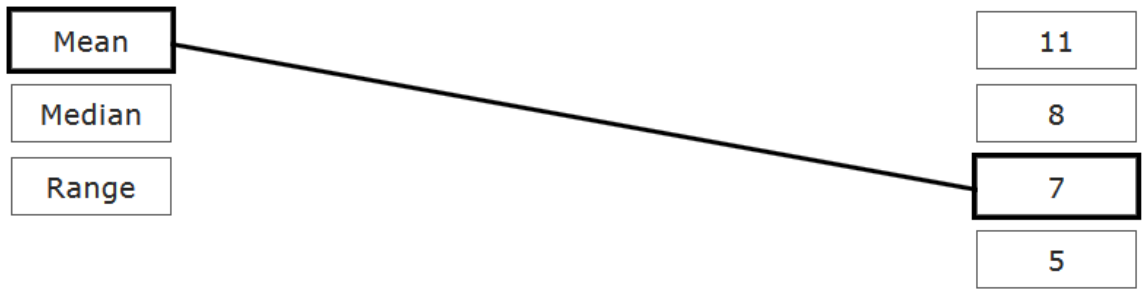
IMAGE OF NON-SECURE AMP ITEM FOR TRAINING PURPOSES ONLY

Select an answer on the left. It will become highlighted. Then, select the correct match on the right. A line will connect the two choices.

A list of numbers is shown.

1, 5, 8, 9, 12

Match each statistic with the correct number. One number will not be used.



ALLOWED "You are matching the answers on one side to the answers on the other side. If you select one on each side it will draw a line fore you."

NOT ALLOWED "Click on mean. Now click on 7. See how it makes a line? Now figure out the 3 answers for the words on the left."

IMAGE OF NON-SECURE AMP ITEM FOR TRAINING PURPOSES ONLY

Expand one or all questions.

View One | View All

Read the text and answer the questions.

Slow, Sleepy Sloths

by Gillian Luévano

Sloths are unusual creatures that live in the forests of Central and South America, where they like to lounge in trees. Sloths look almost like monkeys but are related to armadillos and anteaters. Sloths are a little bigger than cats and appear green. The green color is caused by a plant called algae that grows in their hair!

Sloth, which means lazy, is a perfect name for these creatures. Sloths sleep about 15–20 hours a day. These slow animals move at a speed of about seven feet per minute. When sloths are awake, they spend most of their time eating their favorite food: leav

Sloths have much longer arms than l makes it difficult for them to walk on the sloths want to move across the ground, t crawl, using their arms to pull themselve Because sloths are so slow, they spend r time in trees. Once a week they come do trees to go to the bathroom. Sloths may walk, but they are excellent swimmers. Sometimes sloths that live next to rivers will jump in and swim to a different tree to eat.

Two types of sloths are alive today: the three-toed

ain idea of the text?

- Sloths look like smiling people.
- Sloths live in South and Central America.
- Two-toed sloths are bigger than three-toed sloths.
- Two-toed sloths and three-toed sloths are interesting animals.

Why do sloths crawl when they are on the ground?

Why does the author use headings in the text?

Select the triangle to expand the question and see the answer choices; or select "Next" below or select the next item number in the navigation bar above.

Passage Only | Questions Only | Passage and Questions

Select passage only to see only the reading selection.

‹Back | Clear | Next› | Review and End

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IMAGE OF NON-SECURE AMP ITEM FOR TRAINING PURPOSES ONLY

Do not touch or point to the questions or answer choices on the screen.

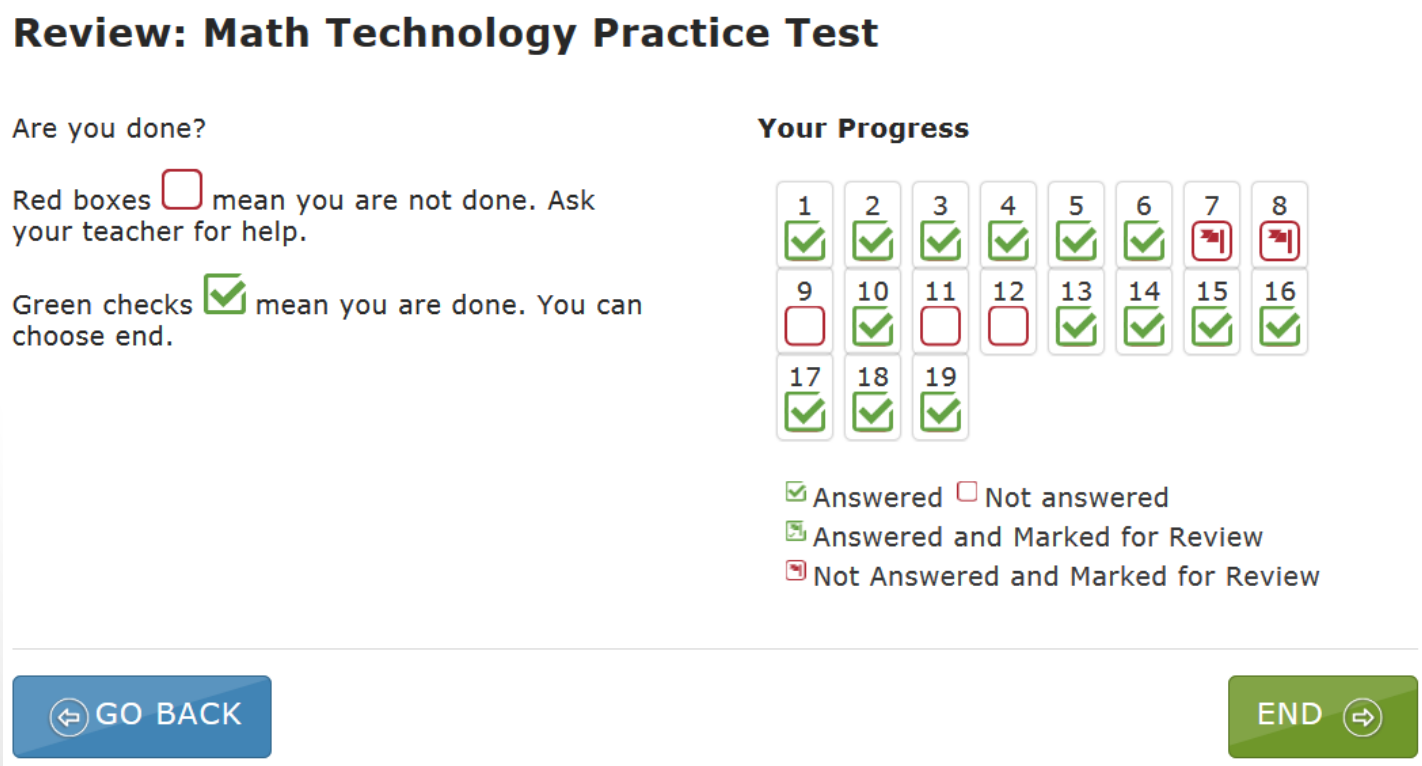
Do not touch the keyboard, guide the mouse, or takeover the mouse.

Do not use any part of the question or answer choices when you are explaining, clarifying, or re-stating the technology directions.

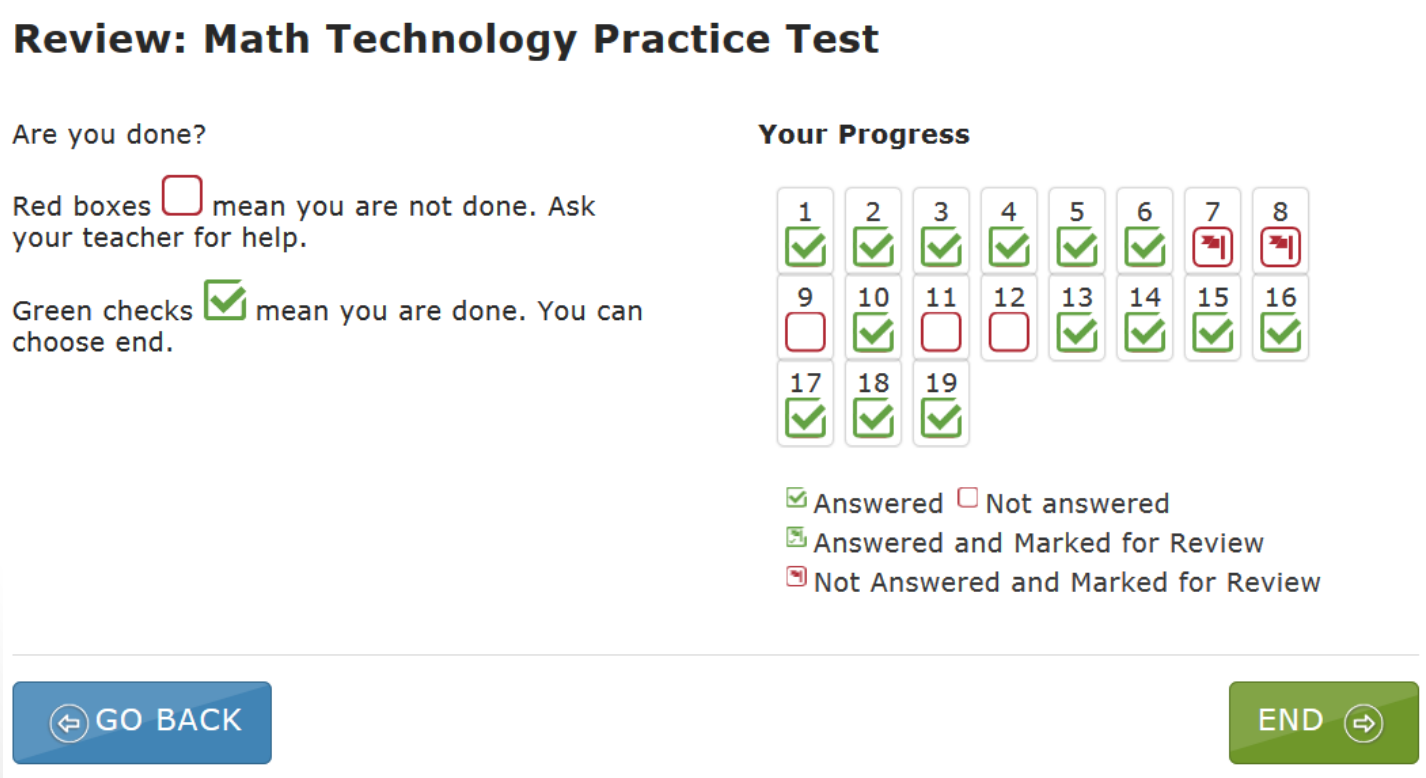
Do not include the embedded directions of the question. For example, “select all that apply” or “there are two answers you have to pick.”

When a student answers the last question in a section or selects “review and end” they will see the screen below.

Students should raise their hand at this point. The teacher should prompt the student to answer all questions (those without checkmarks).



“You’ve worked hard on this assessment. I see that you didn’t answer numbers 9, 11, and 12. Please go back and finish those. Also, it looks like you wanted to check on number 7 & 8. Did you do that? Let me know when you are ready for me to check this screen again.”



Irregularity

"Unusual circumstance that impacts student(s) taking the assessment and **<u>may potentially</u>** affect performance, security, or test validity."

- Fire alarm, behavior outburst, power outage, interruption…

Documentation necessary; kept locally

Test Security or Test Breach
All TAs must read and follow all test security regulations.

Regulations & Application to Computer-based Tests

- "Reproduce" includes photos, notes, screen shots
- "Securely store" includes tickets, LCS
- Only trained district employees in the testing room. Tech help must sign TSAs.
- No electronic communication devices in the room (Test Administrator's phone must be on silent and put away).

Important Test Security Regulations

- f(3) following all testing published procedures and manuals are regulation by reference

- (e) A teacher…who breaches security…***is*** subject to investigation and adjudication by the Professional Teaching Practices Commission. (*emphasis added)*

Invalidations

Non-standardized administration, security breaches, and some irregularities result in an invalidation.

Invalid tests are not scored.

- No results for student, parents, teachers
- Counts against school's participation rate

Common Reasons for Invalidations pg. 40-41

Adult errors: incorrect accommodation, helping or coaching, unauthorized person in testing room, lack of monitoring, test environment not prepared

Student actions: cheating

Invalidations

Follow local procedures for *who* approves and submits invalidations.

Insert local information here

Reactivation of an Assessment

Assessment sessions that are interrupted for reasons outside the control of the students and test administrators may be reactivated.

All items completed prior to the interruption are saved.

Only District Test Coordinators may authorize a reactivation.

Unnecessary reactivations will result in an invalidation and an investigation by EED and the Professional Teaching Practices Commission.

Reactivations – single students

- Severe illness
- Severe behavior
- Rare & unusual circumstances

Reactivations – groups

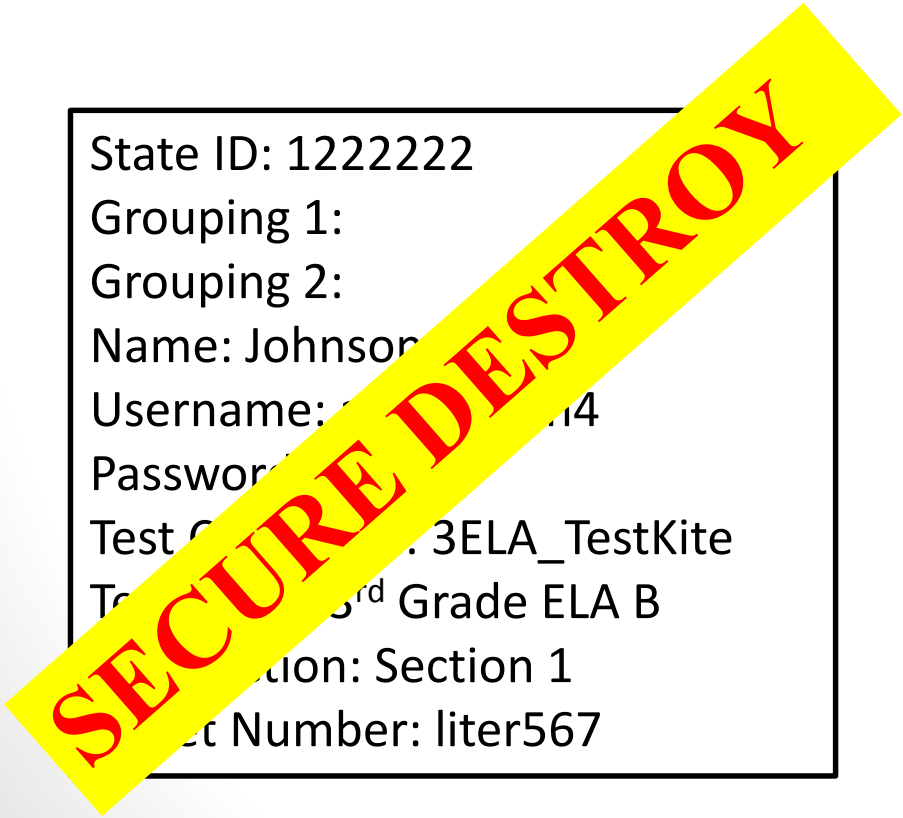
- Technology fail
- Power outage
- Rare & unusual circumstances

After Testing

Thank students for their hard work.

After Testing

- Tickets must be securely destroyed following the assessment.
  - Tickets contain student name, State Student ID, and password.



What would YOU do if…

- There was a fire alarm?
- The LCS failed?
- The power went out?
- The water shut off?
- The batteries all died?
- Login didn't work
- Students have Blizzard Screens?
- The test isn't there?
- Someone's phone rings?

- You find out that items were tweeted or Instagram'd or texted by a student?
- Embedded tools aren't working?
- Someone is cheating?
- A stranger walks in?
- A device gets damaged?
- There is an internet outage?
- Someone vomits?
- A student refuses to test?

Communication is essential:

- Test Administrator to Building Test Coordinator
- Building Test Coordinator to District Test Coordinator
- District Test Coordinator to the Alaska Department of Education and Early Development

Document all events.

Create plans prior to testing so everyone knows what to do *just in case.*

Fire alarm	Safety first. Lock the door. Document irregularity. Call help desk for reactivation support.
Power outage	Document irregularity. Return to instruction. Call help desk for reactivation support.
Water outage	Document irregularity.

LCS Fail	Students return to instruction (5-10 minute rule). Call help desk immediately. Reschedule testing. Notify EED.
Dead batteries	Students return to instruction. Reschedule testing. Make a plan to prevent.

Login didn’t work	Check Test Ticket Extract. Call help desk.
Students have Blizzard Screens	Restart device. Contact local tech. 5-10 minute rule– return to instruction. Reschedule.
The test isn’t there?	Call help desk.
Someone’s phone rings	Find the phone. Take it. Document irregularity.
Stranger walks in	Ask them to leave. Document irregularity.

Student cheating	Remove from testing room. End test session. Confiscate evidence. Begin incident procedures.
Items broadcast on social media	Begin incident procedures. Find out if you can get it removed. Call EED immediately.
Tools not working	Call help desk and local tech. restart?

Device not working	End test. 90 minute grace period. Give student another device. Document irregularity.
Internet outage	Return to instruction. 90 minute grace period OR call help desk for reactivation.
Vomit	Supervised break. Document irregularity. Reactivate sick student's test.

Paper Test Booklets Cache

EED has the capacity to send paper booklets to sites that have irreparable technology failures.

AMP Help Desk

Toll free: 1-855-277-9752

amp_support@ku.edu

elizabeth.davis@alaska.gov
465-8431

brian.laurent@alaska.gov
465-8418

kari.quinto@alaska.gov
465-8436

leyla.goudie@alaska.gov
465-8433